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THIS BASIC COURSE IN MORE, AN AFRICAN TONE LANGUAGE SPOKEN BY THE MOSSI PEOPLE OF UPPER VOLTA, IS INTENDED TO PROVIDE THE STUDENT WITH DIALOGS THAT RELATE TO SOME OF THE FIRST SITUATIONS IN WHICH HE IS LIKELY TO USE THE LANGUAGE, AS WELL AS WITH SYSTEMATIC PRACTICE IN ALL MAJOR POINTS OF GRAMMAR. THE COURSE COMPRISES 48 UNITS DIVIDED INTO THREE CYCLES. CYCLE ONE IS DEVOTED MAINLY TO SOCIALLY USEFUL SET EXPRESSIONS AND TO GENERAL NOTES ON SOCIAL USAGE AND THE MAJOR POINTS OF GRAMMAR. CYCLE TWO CONCENTRATES ON DEVELOPING FULLER CONTROL OF THE LANGUAGE STRUCTURE WITHIN THE CONTEXT OF HIGH FREQUENCY SITUATIONS. CYCLE THREE PRESENTS ADDITIONAL MATERIAL FOR COMPREHENSION AND CONVERSATION PRACTICE AIMED AT THE CONSOLIDATION OF SKILLS DEVELOPED IN CYCLE TWO. THE INTRODUCTION PROVIDES A SYNOPSIS OF THE STRUCTURE AND PHONOLOGY. A MORE-ENGLISH GLOSSARY OF STEMS AND RELATED WORDS, AND AN INDEX OF STRUCTURES ARE APPENDED. THE ACCOMPANYING TAPE RECORDINGS AND TEXT WERE BASED ON THE SPEECH OF ADAMA BALIMA, A MOSSI FROM UPPER VOLTA. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $1.75. (AMM)

FOREIGN SERVICE INSTITUTE

MORÉ

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MORÉ

BASIC COURSE

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FOREIGN SERVICE INSTITUTE

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FOREIGN SERVICE INSTITUTE
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LLOYD B. SWIFT

PREFACE

Moré is the language spoken by the Mossi people of Upper Volta, about 2,000,000 in number. This book is intended to give the student a start in Moré, providing him with dialogues that relate to some of the first situations in which he is likely to use the language, as well as with systematic practice in all major points of grammar.

Moré Basic Course *in one of a series of short Basic Courses in selected African languages prepared by the Foreign Service Institute with the support of the Office of Education, Department of Health, Education and Welfare, under provisions of the National Defense Education Act.*

The course is laid out in three cycles. Cycle One is devoted mainly to socially useful set expressions and to general notes on social usage and the major points of grammar. Cycle Two concentrates on developing fuller control of the language structure within the context of high frequency situations. Cycle Three presents additional material for comprehension and conversation practice aimed at the consolidation of skills developed in Cycle Two.

All Moré texts were provided by Adamă Balima. James E. Redden developed the system of transcription and the notes on the phonemic system incorporated in the introduction; he was also primarily responsible for the development of Cycle One and the last three units of Cycle Two. Marianne Lehr developed the remainder of Cycle Two, organized the supplementary materials incorporated as Cycle Three, and is responsible for the glossary and much of the introduction. Useful suggestions came from Earl W. Stevick and Lloyd B. Swift of the FSI staff. The Moré-French Dictionary of R. P. Alexandre, published by L'Institut Français d'Afrique Noire, was of particular value.

The tape recordings to accompany this text were prepared in the studios of the Foreign Service Institute under the technical direction of Gary Alley. Mrs. Evelyn Vass prepared the manuscript for reproduction.

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TABLE OF CONTENTS

Introduction.. xv
  Speakers of Moré.. xv
  The Language Family... xv
  The Language of this Manual....................................... xv

A Learner's Synopsis of Moré.. xvi
  General Characteristics of the Language........................... xvi
    Basic Word Structure.. xvi
    Major Words: Nouns and Verbs.................................... xvi
    The Syllable.. xix
    Functional Identity... xx
    Inflection of the Suffix Vowel.................................. xxi
    Syntax.. xxiv
    Summary of General Characteristics.............................. xxvi
  Sounds of Moré: Symbol List....................................... xxvi
    Sounds of Moré: Pitch Contour................................... xxxi
    Characteristics of the Two Tones................................ xxxi
    Mid Tone or Down Step... xxxii
    Symbols for Tones... xxxiii
    Intonation Patterns... xxxiv
    Tones of Borrowed Words... xxxv
  The Writing System.. xxxv
  The Organization of this Manual................................... xxxvi
  Suggestions for the Use of this Manual............................ xxxvii

CYCLE ONE

Introduction.. 1
Unit 1 Greetings... 2
  1A Greetings... 3
  1B Pronouns: List.. 3
  1C Pronouns: Stylistic Usage... 4
  1D Pronouns: Social Usage.. 5
  1E Elision of Word-Final Vowels.. 6
  1.1 Drills with Greetings.. 6

Unit 2 Welcoming Greetings 7
2A Informal/Polite 8
2B Regional Variations 9
2C Members of the Family 9
2D /¿Yã́m waa láafì?/ 9
2E Collective Plural: /dambá/ 9
2F Obligatory /mé/ after verbs 10

Unit 3 Greetings to a Recent Arrival 11
3A The Verb System 12
3B The Connective /n/ 15
3C The Locative /-ẽ/ 15
3D Tones of Verbs 15
3.1 Tone Drills 16
3.2 Question Intonation 16
Comprehension Drills 18

Unit 4 Introductions 19
4A Titles of Respect and Familiarity 20
4B Tones of Initial /ya/ 21
4C Tones of Verb Objects 21
4D Vowel Changes in Stems 22
4E /la/ With Short Form Pronouns 22
4F Bambada and Silmiidi 22
4.1 Tone Drills 22
Comprehension Drills 24

Unit 5 How is the Family? 25
5A The Question Marker /bí/ 26
5B The Imperative 26
5.1 Tone Drills 27
5.2 Drills on Command Forms 28
Comprehension Drill 28

Unit 6 Greetings: Delighted and Happy 30
6A The Negative 31
6B The Future: Purpose 31
6C The Relative Connective /sẽ́...wã/ 31

6D	Definiteness /-ã/, /wã/	32
6.1	Drills on Negation	32
	Comprehension Drill	33
Unit 7	Afternoon Greetings	34
7A	/a/ Before Proper Names	36
7B	The Proximity Marker, /nấ/	36
7C	/ohṍò: ngée/	36
7D	/yíidì, zaká, doogó/	36
7E	The Verb /lá/	36
7.1	Drills on the Verb /lá/	38
Unit 8	Personal Data	41
8A	Some Special Expressions	42
8B	Numerals Preceded by /á/	43
8.1	Number Drills	43
	Comprehension Drills	44
Unit 9	Name the Profession	45
9A	Aspect	46
9B	The Present Tense	46
9C	Stem Irregularity	47
9D	Voiced Consonant plus Identical Voiced Consonant	47
9E	Agent Nouns	47
9.1	Tone Drills	48
	Comprehension Drills	48
Unit 10	Pardon Me	50
10A	Reduplication for Intensity	51
10B	The Past Tense Markers, /dá/ and /dágẽ̀/	51
10C	Nto	52
10D	The Reversive /-g/	52
10.1	Drill using /dá/	52
10.2	Drill using /-g/	53
10.3	Review Drill	53
	Comprehension Drill	54

Unit 11 How Do You Say...? 55
11A /l/ plus /d/ 56
11B /wã́ tí/ 56
11C /n kṍ mã́/ 56
11D /Boole yã́ n kṍ mã/ 56
11E The Negative Imperative 57
11.1-4 Drills 57

Unit 12 What's Your Name? 60
12A /pog sádà/, /págà/, /dáwà/ 61
12B /yítà/ and /yíi/ 61
12C The stem of /tengá/: /temsé/ 61
12D Alternation of Vowel plus Consonant with Long Nasal Vowel 62
12.1-3 Drills 62
Comprehension Drill 63

Unit 13 Buying Some Fruit 64
13A Noun plus Adjective 65
13B /¿Ub bíi m(é) wae?/ 65
13C /wae/ 66
13D Alternative Translations of Some Verbs 66
13E Orthography: /i/ and /y/ 66
13.1-3 Drills 66
Comprehension Drill 68
13F Alternation of /-ã/ and /-a/ 68

Unit 14 Still at the Market 69
14A Saying Thanks 70
14B /I kábdè/ 70
14C /tõẽ́ n/ plus another verb 71
14.1-3 Drills 71
14D /dá/ plus the Imperfective 72
Comprehension Drill 73

Unit 15 A Taxi to the Hotel 74
15A Verb plus Verb Constructions 76
15B The Transitivizer /-s/ 76
15C Location 76

15D The Cohortative: /bí/ 76
15.1-2 Drills 77
Comprehension Drills 78

CYCLE TWO

Introduction 79
Unit 16 What Languages Do You Speak? 80
16.1 Tones 81
16.2 The Loss of the Suffix Vowel 84
Comprehension Drills 86

Unit 17 Seku's Daily Routine 88
17.1 Review of tones 89
17.2 The Present Tense 91
17.3 The Short Form after /la/ 92
Comprehension Drill 93

Unit 18 Kuka Has Decided to Go Hunting 94
18A Aspect 95
18B Tone Class 95
18C Metathesis 95
18.1 Negation 95
18.2 Noun Inflection 97
18.3 /bí, bí/ meaning 'or' 100
Comprehension Drill 101

Unit 19 The Latest News 103
19.1 The Simple Past Tense 104
19.2 The Imperfective in /-ta/ 105
19.3 Emphatic Word Order 107
19.4 The Verb /kŏ́ŏ/ 111
Comprehension Drills 112

Unit 20 Who Is This? 113
Do You Know Paul? 113
20A Stative Verbs 114
20B /ya/ and /a ya/ 114

20.1	Commands (The Imperative)	115
20.2	Uses of /kṍõ/	117
20.3	/dátà/ + Noun, /dátẽ̀/ + Verb	119
20.4	The Connective /tí/	120
	Comprehension Drill	121
Unit 21	Street Directions	122
21.1	/bée/ and /ya/	122
21.2	The Particle, /sẽ́/	126
	Comprehension Drills	128
Unit 22	Street Directions	131
22.1	The Subordinate Conjunction, /sã́/	132
22.2	Stative Verbs	133
22.3	Spatial Relationships	134
22.4	Practical Situations	135
Unit 23	The Garden I Once Had	140
23A	/lébẽ̀/ plus Another Verb	142
23B	The Reversive /-g-/	142
23C	The Suffix /-mde/	143
23.1	The Verb /lébà/	143
23.2	The Past Tense of Stative Verbs	144
	Comprehension Drill	147
Unit 24	Habitual Activities in the Former Garden	148
24A	/mĩ́ĩ/ plus Another Verb	148
24.1	Past Habitual Action	149
	Comprehension Drills	150
Unit 25	What Happened on the Way to the Party?	152
25A	The Partitive	152
25.1	Past Interrupted Action	152
	Comprehension Drills	154
Unit 26	Where's the Gas Station?	156
26.1	'Having', 'Knowing', and 'Being' as Second Verbs	157
	Comprehension Drill	161

MORÉ BASIC COURSE

Unit 27	We Are Going To Build a School	162
27.1	The Tone of the Verb /nã́ã/	162
27.2	The Use of the Verb /nã́ã/	163
27.3	Special Use of the Verb /nã́ã/	165
27.4	The Future Tense of 'Having', 'Being', and 'Knowing'	167
27.5	/nã́ã/ and /lébẽ̀/	168
	Comprehension Drill	168
Unit 28	The Builder Has Just Arrived, But He Hasn't Seen the Site Yet	170
28.1	The Proximity Marker, /nã́/	171
28.2	The Uses of the Proximity Marker, /nã́/	172
28.3	The Use of Two Markers, /dá/ and /nã́/	177
	Comprehension Drills	178
Unit 29	A Prince and a Child	180
29.1	All the Pronouns	182
	Comprehension Drills	184
Unit 30	Who Came With You?	185
30A	/ub/ as polite reference	186
30B	Kinship Terminology	186
30C	The Diminutive	188
30D	The Augmentative	188
30E	Sex of Humans	188
30.1	Plural Formations of Personal Nouns	188
30.2	Drills	190
Unit 31	Farming	193
31A	/bwẽ́ né bwẽ́/	195
31B	Favorable Questions	195
31C	The Suffix /-m/, Mass Nouns	196
31D	/Sáagà níi mé./	196
31.1	/-ẽ/ and /púgẽ̀/	196
31.2	Mass nouns	196
31.3	Drills	198
	Comprehension Drill	199

Unit 32 Farm Animals ... 201
32A Word Order: Location and Time ... 203
32B Multiple Modifiers of Nouns ... 203
32C Instrument Nouns ... 203
32D Titles of Great Respect ... 203
32E Sex of Animals ... 204
32.1 Plural Formation, /-ga/ to /-se/ ... 204
32.2 /mī́ī n/ as the First of Two Verbs ... 207
32.3 Drill ... 208
Comprehension Drills ... 209

Unit 33 Doctor, It Hurts ... 210
33A Emphatic Sentences ... 212
33.1 Plural Formations: /-de/ to /-a/ and /-go/ to /-do/ ... 213
33.2 Drills ... 214
Comprehension Drills ... 215

Unit 34 Hiring a Boy ... 217
34A The Connectives, /n/ and /la/ ... 220
34B Subordinate /-e/ ... 221
34C The Suffix /-bo/ ... 221
34D /déngẽ̀/ as the First of Two Verbs ... 221
34E The Imperfective, Another Use ... 221
34F Quoting Prices ... 221
34G The Cohortative ... 222
34H /lébẽ̀/ as the First of Two Verbs ... 222
34I The Omission of /ya/ ... 222
34J Instrument: Means ... 222
34.1-3 Drills ... 223

Unit 35 The Weather ... 226
35A /yẽ́/ as the First of Two Verbs ... 228
35B Intonation after Particles ... 228
35.1-2 Drills ... 228
Comprehension Drill ... 230

Unit 36 A Soccer Game ... 232
36A Verbal Nouns: /-go/ and /-ga/ ... 234

36B Polite Suggestion........ 234
36.1-4 Drills........ 234
Comprehension Drills........ 236

Unit 37 Parking Problems........ 238
37.1-2 Drills........ 239
Comprehension Drills........ 242

CYCLE THREE

Introduction........ 245
Unit 38 Short Descriptions of Ouagadougou........ 246
38.1 The Central Market........ 246
38.2 Market Street on a Work Day........ 247
38.3 In Ouagadougou Practically Everybody Has a Bicycle........ 247
38.4 The Kinds of Cars........ 248
38.5 Early to Work........ 249
38.6 'Sunday' in Ouagadougou........ 250
38.7 A New Church........ 251
38.8 The Railroad Station........ 252

Unit 39 Houses........ 254
39.1 How Big is a House?........ 254
39.2 A Well........ 255
39.3 Building a House........ 255
39.4 Taking Care of the Garden........ 256

Unit 40 Food........ 258
40.1 The Inside of the House........ 258
40.2 Sagbo, The Traditional Dish........ 259
40.3 The Variety of Meat........ 259

Unit 41 The Weather........ 261
41.1 The Seasons in Upper Volta........ 261
41.2 Rain........ 261
41.3 A European Winter........ 262

Unit 42 Schools........ 263
42.1 We Want to Build Schools........ 263

42.2 How Many Do We Need? 263
42.3 Isaac Has Dreams 264
42.4 The Home Town French Class 264

Unit 43 Travelling 266
43.1 Kuka and Tembila Plan a Trip 266
43.2 The Train Trip to Bobo 266
43.3 Poko Will Also be in Bobo 267
43.4 We Pass Some Construction 267

Unit 44 The Neighborhoods of Ouagadougou 269
44.1 Kulba, Dapoya, Laglẽ 269
44.2 How Big Is Laglẽ? 269
44.3 The Extent of Laglẽ? 270
44.4 Many People Live There 270
44.5 The Church at Kolg-Naaba 270
44.6 The Dam at Kolg-Naaba 271
44.7 Tampuy 271
44.8 The Ouagadougou City Limits 271
Questions for the Unit 272
Translations 273

Unit 45 Childhood Memories 276
45.1 My Home Town 276
45.2 It's a Small Town 276
45.3 Not My Birth Place 276
45.4 My Uncle's House 277
45.5 The Six of Us 277
45.6 Our Activities 277
45.7 Evenings 278
Questions for the Unit 278
Translations 280

Unit 46 Hunting 282
46.1 Hunting, Old Style 282
46.2 Pedestrians and Riders 282
46.3 The Hunting Dogs 283
46.4 Hunting on Horseback 283

46.5 Our Ancestors Were Excellent Hunters.......................... 284
46.6 Guns.. 284
46.7 Hunting Today... 285
46.8 The Lone Hunter Has Less Endurance................................ 285
46.9 Nowadays Hunters Are Not Organized................................ 285
Translations... 285

Unit 47 The Cat and the Bugs.. 288
47.1 Bugs.. 288
47.2 Bugs at Night... 288
47.3 The Dead Cat.. 289
Translations... 289

Unit 48 Independence Day.. 291
48.1 Independence Day.. 291
48.2 Independence Day in Ouagadougou................................... 291
48.3 Travelling by Car... 292
48.4 Horseback Riders.. 292
48.5 From Horses to Bicycles to Feet................................... 292
48.6 Two Groups in Laglẽ... 293
48.7 The Spirit of Unity... 293
48.8 The Parade.. 294
48.9 The Long Celebration.. 294
48.10 The Band, Children, Soldiers and Workers.......................... 295
48.11 The Army and the Parties,,.. 295
48.12 Athletes.. 296
48.13 Different Colored Uniforms.. 296
48.14 School Children and Cyclists...................................... 296
48.15 The Spectators.. 297
48.16 Why the Joy?.. 297
48.17 The Dancers... 298
48.18 The Masked Dance.. 298
48.19 Fireworks... 299
48.20 The Cannon Sounds... 299
48.21 Happiness... 299
Translations... 299
GLOSSARY... 304
BIBLIOGRAPHY.. 335
INDEX... 336

INTRODUCTION

Speakers of Moré

The Moré language is spoken by the Mossi people who live, along with Bambara and Fula speaking people, in the central part of Upper Volta. There are about two million native speakers. Unofficially there are estimated to be from 1,700,000 Mossi (Europe-France Outremer, March, 1964) to 2,200,000, (Skinner, E., The Mossi of the Upper Volta). Approximately one million more people also use the language regularly although it is not their first or native language.

Language Family

Moré belongs to the Niger-Congo family, a very large family of languages spoken south of the Sahara. It is surrounded by a number of very closely related languages, the closest being Dagomba, Kusasi, Nankanse, Talensi, Mamprusi, Wala, Dagari, Birifor and Namnam which are spoken south and southwest of Ouagadougou in Upper Volta and northern Ghana. (Greenberg, Joseph H., The Languages of Africa, International Journal of American Linguistics, Volume 29, Number 1, Part II, January 1963.)

The Language of this Manual

This book is based on the speech of Adamã Balima, a Mossi from Upper Volta. He lived in Tenkodogo during his childhood, and moved to Ouagadougou in his early teens. His speech, therefore, must be considered as a mixture of the Moré spoken in Tenkodogo and Ouagadougou.

Mr. Balima's speech is, of course, represented with complete accuracy only on the accompanying tape recordings of which the printed text is merely a transcription. The student, user of this manual, should follow his instructor's example even when his pronunciation, choice of vocabulary, or turn of phrase differs from what appears on these pages. It is hoped that the general format will, nevertheless, prove suggestive, and that, with appropriate substitutions to fit local usage, the dialogs, drills and narratives may be used with instructors speaking different dialects.

A LEARNER'S SYNOPSIS OF MORÉ STRUCTURE

The following synopsis of Moré structure is, in no way, an exhaustive presentation of Moré sounds and grammar. It is, rather, a summary of the most important points. Its purpose is to provide orientation for the student, who, by knowing on which areas of the language he must lavish attention, can learn more quickly and easily. So that each point will be readily understood, the vocabulary of the examples has been kept small. The exercises are not intended to make this synopsis into an auto-instructional program, but only to give the reader an opportunity to participate if he desires to do so, and to keep constant check on his understanding.

General Characteristics of the Language

Moré can be considered to have four major characteristics.

1. It has lexically significant tones.
2. It has meaningful patterns of intonation.
3. It has a stem and suffix system.
4. 'Parts of speech' can be distinguished from each other only in context. In other words, although there are only a few varieties of word order, these nevertheless contribute a great deal to the meaning of the words used.

Basic Word Structure

Structurally, there are two kinds of words in Moré: major words and particles. Major words are nouns, verbs and long form pronouns. Particles are connectives and short form pronouns. All major words are two syllables long in their dictionary form. Particles are only syllable, or less, in length.

Examples:

Major Words:	/wumá/	understood
	/págà/	woman
	/píndà/	early
	/yámbà/	you, master
	/pélgà/	white
Particles:	/m/	I
	/né/	and, with, also
	/ti/	that (clause connective)

Major Words

Nouns and verbs are composed of stems and suffixes. These component parts can be identified, listed, and usually defined.

Structural Formation of Stems: A stem always consists of a single consonant followed by a vowel. Vowels are long, short or nasalized. The entire stem has a characteristic pitch, either high or low, in addition to its consonant and vowel. This lexically significant pitch is called tone. Thus all basic stem forms have the structure: consonant plus vowel plus tone.

Examples:

Stems: /ta/ - pertaining to reaching (low tone)
/kée/ - pertaining to movement (high tone)
/ko/ - pertaining to selling (low tone)

Structural Formation of Suffixes: Every word is limited to one stem but may have several suffixes. One consonant plus a vowel is a suffix. Several consonants plus a vowel is a cluster of suffixes. Each suffix consonant serves to limit the wide range of meaning of the stem; the suffix vowel relates the word to the rest of the sentence.

The suffix has no characteristic tone of its own. Its pitch is not part of its own structure but is determined by the tone of the stem. In citation form, high tone stems are followed by suffixes with low pitch; low tone stems by suffixes with high pitch. Primarily these pitches are characteristic of vowels. They do, however, influence the adjacent voiced consonants.

Examples:

Suffix forms: /-d(a)/ - habit, state of
/-t(a)/ - continuation
/-g(a)/ - reversive (intransitive)
/-s(a)/ - transitiviser

Stem-suffix combination: /tadá/ - have, state of having reached
/tasá/ - reached something
/tagsá/ - distracted from something
/tatá/ - is arriving
/kéendà/ - is travelling
/kéentà/ - is entering
/kéengà/ - went away
/kéengdà/ - is going away
/kẽ́ẽsà/ - put something inside

The above description applies to most major words. There are a few exceptions, however, which should be noted.

1. Some verbs, in the shortest form, appear without any suffix.
2. One lexically significant suffix is a vowel without any accompanying consonant.
3. Mass nouns do not end in a vowel but in /-m/.

Examples:

1. Verb without a suffix:

   /A wáa me̍./ - He arrived.

   contrast: /A wátà mé./ - He is arriving.

2. Vowel without consonant as lexically significant suffix:

   /koo/ - selling, getting rid of, pulling out

   /koosá/ - sold something

   /koasá/ - merchant

3. Mass nouns:

   /kóòm/ - water

   /zóòm/ - flour

Test Yourself:

1. Label the following words: 'MW' for major word or 'P' for particle. The correct answer is given in square brackets at the right.

   /pélgà/ ______ [MW]

   /yámbà/ ______ [MW]

   /m/ ______ [P]

   /né/ ______ [P]

   /wéefò/ ______ [MW]

2. In the following examples, all of them major words, divide the stem from the suffix by drawing a slant line between them.

   /tasá/ [ta/sá]

   /pélgà/ [pé/lgà]

   /kẽ́ẽsa/ [kẽ́ẽ/sa]

   /póglgà/ [pó/glgà]

   /koasá/ [ko/asá]

3. Label the following consonant - vowel combinations 'St' if they can only be stems, 'Su' if they can only be suffixes, and 'SS' if they might be either stem or suffix.

   /kẽ́ẽ/ [St]

   /glga/ [Su]

   /ta/ [SS]

   /koa/ [St]

   /gda/ [Su]

   /ba/ [SS]

The Syllable

The syllable consists of (a) a consonant with the vowels that follow it; (b) a consonant cluster with the one vowel that follows it or, (c) sometimes a consonant cluster with no vowel. This division is a useful one from a phonetic as well as a functional point of view. There are three phonetic-grammatical reasons for making this syllable division.

1. Individual consonants, members of a cluster, may be separated from each other by minimal vocalization, i.e. [ə], the last vowel in 'sofa'. This vocalization, however, has no lexical significance. It appears and disappears depending on the speed of speaking or the emphasis that the speaker wants to give the word. This minimal inter-consonantal vocalization can, therefore, be considered non-syllabic.

Examples of Consonant Clusters:

/póglgà/ - wounded
/gúlsdà/ - writes
/kadmá/ - taught
/kĕĕngdá/ - goes away

The Consonant clusters with vocalization marked:

[pógəlgà] [kadəmá]
[gúləsdà] [kĕ́ĕngədà]

2. Each suffix consonant carries meaning, and no suffix consonant is very limited as to the stems with which it can co-occur.

3. In various grammatical environments, the suffix vowel is lost. In these cases, the consonant cluster often carries the pitch of the lost vowel. Most consonants are voiced. The occurrence of the characteristic pitch on a consonant cluster or on another following vowel depends on speed and style of speaking.

Examples of the Lost Vowel:

/kéengdà/ - goes
/M ká kéeǹgd ye̍./ - I am not going.

The pitch usually drops on /-gd/.

/M ká kéeng ye̍./ - I did not go.

The pitch drop on /-g/ is less apparent.

In summary then, because of the arrangement of the sounds and the roles that they play in the grammar, Moré major words are composed of a stem syllable and a suffix syllable.

There are a few syllables consisting only of vowels. Their occurrence is very limited however. All major words, exclusive of words borrowed from other languages, have consonants. Only three particles begin with vowels. These particles are syllables when they begin an utterance. In other environments, they are parts of syllables.

The Three Moré Words that Begin with Vowels:

/a/ - he, she, him, her, his

/i/ - you, your (formal)

/ub/ - they, them, their

Test Yourself:

Divide the following Moré words into syllables by drawing a line at syllable boundaries.

1. /p ó g l g à/ [pó/glgà]
2. /k é e n g d à/ [kée/ngdà]
3. /A k á k á d m d y e̍/ [A/ká/ka/dmd/ye]

Functional Classification of Major Words

Nouns and verbs share stems, suffix consonants and some suffix vowels. Therefore the class of a word is not always apparent from its shape in isolation. The classification of major words into 'parts of speech' depends, rather, on the shape of the word in relation to its location in the sentence or in relation to a close derivative.

In this respect Moré shows partial similarities to some of the European languages. Many English words are both nouns and verbs. Some Moré words are also both nouns and verbs in isolation. In context, however, the suffix vowel and the position in the sentence determine the form class.

Examples:

Stems and Suffixes used for Both Nouns and Verbs:

/daa/ - pertaining to acquisition

/zắ/ - pertaining to distance

/-ga/ - action (sometimes reversive)

/daagá/ - market, place of trading activity

/zắgà/ - moved away

Moré Noun-Verb:

/kẽ́ẽ/	-	pertaining to movement
/-da/	-	habit, process, continuation
/kẽ́ẽndã̀ ya wóok wu̇sgò./	-	This trip is very long.
/M kẽ́ẽndà búdòẽ dád fã́ã./	-	I go to the office every day.

In the Romance languages, one significant determiner or ending can be isolated which will identify nouns; another, which will identify verbs. Moré words, however, can be most efficiently classified by the association of the stem with pairs of suffixes. Thus a word can be identified as a noun when its singular and plural forms are known, and as a verb when its perfective and imperfective forms are known. One of the suffixes may be common to the two classes, but both suffixes together will not be.

Examples:

Pairs of Nouns and Verbs:

/págà/	-	woman	/pagá/	-	closed
/págbà/	-	women	/pagdá/	-	closes
/kẽ́ẽngdà/	-	traveller, dancer	/kẽ́ẽngà/	-	went away
/kẽ́ẽng(d)bà/	-	travellers, dancers	/kẽ́ẽngdà/	-	goes away

Test Yourself:

Label the underlined Moré words N for noun or V for verb.

(a)	/A kẽ́ẽngà mé./	___	He went away.	[V]
(b)	/A kẽ́ẽngdà mé./	___	He is going away.	[V]
(c)	/Kẽ́ẽndã̀ ya wóokò./	___	This trip is long.	[N]
(d)	/Kẽ́engdà bée ká./	___	A dancer is here.	[N]
(e)	/Kẽ́ẽngbà bée ká./	___	The dancers are here.	[N]

Inflection of the Suffix Vowel

Of the two criteria for classifying words, form (morphology) and environment (syntax), let us discuss form first. By way of review, nouns and verbs are made up of a stem, one to four suffix consonants, each limiting the meaning of the stem, and a vowel. Three different things happen to this final vowel under different conditions: it can be oral, as in citation form; it can be nasal; or it can disappear. Each of these three events indicates one type of relationship for nouns, and another type of relationship for verbs. The following tables, though not exhaustive, summarize these relationships.

Nouns

1. Oral vowel indicates
    - (a) citation or dictionary form,
    - (b) non-specific noun at end of phrase,
    - (c) specific or demonstrative before end of phrase.

2. Nasal vowel indicates
    - (a) a specific or demonstrative noun at end of phrase,
    - (b) the locative ending.

3. No final vowel indicates
    - (a) first noun of a compound noun,
    - (b) this is the subject; the verb follows,
    - (c) negation.

Examples:

Nouns, final vowel:

1(a)	/záabdè/	evening
1(b)	/Ub lóogdà záabdè./	They are leaving in the evening.
1(c)	/¿Ub lóogdà záabdà bí?/	Are they leaving this evening?
2(a)	/Ub lóogdà záabdã̀./	They are leaving this evening.
2(b)	/A námsdà mobílẽ̀./	She gets tired in a car.
3(a)	/kútù/	iron
	/wéefò/	horse
	/kút we̍efò/	bicycle
3(b)	/A Kúkà/	proper name
	/A Kúk lo̍ogdà záabdã̀./	Kuka is leaving this evening.
3(c)	/bumbu/	thing
	/ká búm ye̍./	nothing

Test Yourself:

Choose the best English translations for the underlined Moré words. All Moré words used below are found in the preceding examples.

(a) /Ub kéengdà záabdã̀./

They are going
(1) any evening,
(2) in the evening,
(3) this evening. [3]

(b) /Ub ká kéengd za̍abdà yé./

They are not going.
(1) in the evening,
(2) any evening,
(3) this evening. [3]

(c)	/Ub kéengdà *záabdè*./	They are going (1) in the evening, (2) any evening, (3) this evening.	[1]
(d)	/*Ub námsdà móbilȅ*./	(1) They tire the car out. (2) They get tired in the car.	[2]
(e)	/Ub ká lóogd *za̍abd* ye̍./	They are not leaving (1) this evening, (2) in the evening, (3) in the next few evenings	[2]

Verbs

There are three types of significant positions of the verb: independent, connected and surrounded.

1. Oral vowel occurs in affirmative questions, statements and commands. (Independent Position)
2. Nasal vowel occurs with the connective /n/ in verb plus verb constructions. (Connected Position)
3. No final vowel occurs when negative markers or subordinate conjunctions surround the phrase. (Surrounded Position)

Examples:

Verbs, final vowel:

1.	/Ub *lóogdà* záabdȁ./	They *are leaving* this evening.
2.	/Ub *dátȅ n* lóogà mé./	They *want to* leave.
contrast:		
	/Ub *dátà* móbilì./	They *want* a car.
3.	/Ub *ká lóogd ye̍*./	They *are not leaving*.

Test Yourself:

In the Moré sentences below, the verb is missing. Fill it in from the choices given.

(a) /A______kút wéefò./ He wants a bicycle.

(1) dátà

(2) dátȅ n

(3) dát [1]

(b) /A______keéngà mé./ He wants to go away.
(1) dátà
(2) dátẽ̀ n
(3) dát [2]

(c) /A ka______bu̍m ye̍./ He doesn't want anything.
(1) dátà
(2) dátẽ̀ n
(3) dát [3]

Syntax (Environment)

Although some words are usually used as nouns and some are usually used as verbs, the fact that a word ends in /-ẽ/, /-ã/, /-a/, /-e/, or no vowel at all does not identify this word as a noun or a verb. These endings, in relation to the place of occurrence in the sentence give the rest of the necessary information for this classification. The following tables of nominal and verbal environments further elaborate the noun phrase and the verb phrase as they occur within the sentence.

Verbs and Nouns

Either a noun or a verb may be preceded by: (1) a pronoun, (2) a noun, (3) the negative marker. In complete sentences, however, this marker regularly follows the subject and precedes the verb.

Examples:

Words which may precede either a noun or a verb:

(1)	/Ub lóogdà mé./	They are leaving.
	/ub móbilã̀/	their car
(2)	/Lógtòd lóogà mé./	The doctor left.
	/lógtòd yíidì/	hospital, doctor's house
(3)	/ká búm ye̍/	nothing
	/Ub ká lóogd ye̍./	They are not leaving.

Markers standing between subject and verb:

(1) the subordinate connective /sã́/ - if, when
(2) the relative connective /sẽ́/ - that, which
(3) the negative marker /ká/ - not, no ...
(4) any verb ending in a nasal vowel plus /n/, /dátẽ̀/ - want, /tṍẽ/ - can, /nãã/ - will
(5) the past tense marker /dá/
(6) the proximity marker /nã/ plus /n/.

Of the above markers, only (1) and (2) may not occur together. All of the others may occur together in the same sentence.

Examples:

Markers between subject and verb:

(1)	/Ub sã́ lóogdà mé.../	If (when) they leave...
(2)	/Ub téngà, sẽ́ yá neede.../	their town, which is pretty...
(3)	/Ub ká lóog ye./	They did not leave.
(4)	/Ub dátẽ̀ n lóogà mé./	They want to leave.
(5)	/Ub dá lo̍ogà mé./	They had left.
(6)	/Ub nã́ n lo̍ogà mé./	They have just left.

Markers occurring together:

/Ub sã́ ka̍ nã́ lo̍ogà mé.../	If they have not yet left...
/Ub dá nã̍ n lo̍ogà mé./	They had just left.

There are no adjectives and adverbs in Moré. Some words which must be translated by English adjectives behave just like verbs in Moré; others behave just like nouns. Words which must be translated by English adverbs, behave just like nouns. That is, Moré words are here separated into different classes on the basis of form and location within the sentence.

Examples:

Adjectives and Adverbs:

/A zádà mé./	It is far away. (verb - to be far)
/Yá súngò./	That is good.
/A yá súngò./	It is a good thing.
/pélgà/	white flower
/pélg fúgù/	white item of clothing
/Píndà a dágẽ̀ n kéengdà tã́õsgò./	Formerly, he used to go hunting.
/pínd zi̍iga/	the former place

Test Yourself:

In the following sentences, write S over the subject and V over the main verb. Subject and main verb can be recognized by the words that occur between them.

		S	V
(1)	/Lógtòd ká lóog ye̍./		
	The doctor has not left.	[lógtòd]	[lóog]

	S	V
(2) /A dá nã̍ n wáa me̍./		
He had just arrived.	[A]	[wáa]
(3) /A sã́ wa,........../		
When he comes, ...	[A]	[wa]
(4) /Ub ká tóẽ n tum yé./		
They cannot work.	[Ub]	[tum]

There are, then, two major form classes in Moré: particles and major words. The major-word class has two subdivisions based on endings and environment: verbs and nouns.

Summary of General Characteristics

The student of Moré then has two major mental occupations. (1) He learns major words and tries to understand the component parts. (2) He tries to find the common denominator of stems and suffixes as they occur in different environments. Thus he memorizes some rules and some translations, but he is constantly adapting his impressions to new combinations. The questions which he will often ask himself are 'How does this familiar suffix affect this familiar stem, and how does this familiar stem affect this familiar suffix?' In short, 'What do new relationships do to old ideas?'

Many of the suffix consonants and stems have been isolated and identified in this text. Some work remains to be done in this area, however. Two questions to which the student of Moré might address himself are:

(1) Can the nasalization of the stem vowel be isolated and defined? Does this nasalization have the same kind of effect as the suffix consonants?

(2) Similarly is the tone of the stem vowel also definable, thus being the equivalent of a suffix consonant?

The Sounds of Moré: List of Symbols

In the five column chart given below, column I gives the symbols used in this manual; column II gives the letters used in various orthographies; column III gives all the symbols representing all the sounds which comprise one meaningful unit i.e. the phonetics; column IV summarizes this variety in one cover symbol, the phoneme; and column V illustrates the sounds as accurately as possible by giving the nearest American English or French equivalent.

I	II	III	IV	V
Symbol	Orthography	Phonetics	Phoneme	Approximation
p	p	[p]	/p/	spool
t	t	[t]	/t/	stool
k	k	[k]	/k/	school

I Symbol	II Orthography	III Phonetics	IV Phoneme	V Approximation
k	ky	[ɟ̊ʰ, tʸ, kʸ, č]	/k/[1]	simultaneous k and y
b	b	[b]	/b/	be
d	d,r	[d, ɾ]	/d/[2]	do, ladder
g	g	[g]	/g/	go
g	gy	[ɟ, dʸ, gʸ, y]	/g/[1]	simultaneous g and y
g	gh	[ɣ, g]	/g/[3]	mare (French for ocean)
f	f	[f]	/f/	fee
s	s, sh	[s, (š)]	/s/[1]	see
h	h	[h]	/h/	he
v	v	[v]	/v/	van
z	z	[z]	/z/	zebra
m	m	[m]	/m/[1]	me
n	n	[n, ŋ]	/n/[4]	no, sing
y	y, ny	[y, ɲ, ỹ]	/i/[5]	yes, ye with nasal onset, canyon
l	l	[l]	/l/	let
w, u, o	w, ẅ	[w, ÿ]	/w/[6]	we, lui (French - him)
	'	[ʔ]	/ /[11]	button (when no tongue contact is made)
i	i	[i, ɪ][12]	/i/	seat[9]
e	é	[e, ɪ][12]	/e/	bait[9]
e	è	[ɛ, e]	/e/	bet
	e[7]	[ə]	/ /	sofa
a	a	[a]	/a/	not
o	o, ao[8]	[ʊ, o, ɔ][12]	/o/	boat[9]
u	u, ou	[u, ʊ][12]	/u/	blue[9]
ĩ	î, ĩ, in, ĩ[10]	[ĩ, ɨ̃]	/ĩ/	lean[13]
ẽ	ê, ẽ, en ë	[ẽ, ɛ̃, æ̃]	/ẽ/	bain (French - bath)
ã	â, ã, an, ä	[ã]	/ã/	banc (French - bank)
õ	ô, õ, on ö	[õ, ɔ̃]	/õ/	bon (French - good)

I	II	III	IV	V
Symbol	Orthography	Phonetics	Phoneme	Approximation
ŭ	û, ŭ, un, ü	[ŭ, ʊ̆]	/ŭ/	dune[13]
.	.		/#/	end of sentence[14]
,	,		/|/	pause, pitch level or slight rise.
¿...?	?	/‖/	/‖/	last vowel has descending pitch.

A number of special symbols are also used as explained below:

( ) enclosed Moré elements may or may not occur.
( ) enclosed English elements are literal translations of the Moré.
/ / In the chart above, this symbol means Moré phonemics; elsewhere, it means the Moré symbolization used in the text when inserted in an otherwise English selection.
[ ] enclosed English elements are words not occurring in the Moré but needed for accuracy of translation or clarity in English.

Notes

0.1 The phonemes /k/, /g/, /m/ and /n/ have postpalatal or prevelar allophones [ɟ̥], [ɟ], [my] and [ɲ] respectively before front vowels. Specifically, when preceding /i/, /e/, /ĭ/ and /ĕ/, /k/ is pronounced something like the fron 'k' of 'keep' plus a simultaneous 'y'. /g/ is something like the front 'g' of 'geese' plus a simultaneous 'y'. /m/ is pronounced like the first consonant in 'mean' plus a simultaneous 'y'. /n/ is pronounced like the first consonant is 'yeah' with 'n' onset, e.g. *'nyeah!' Some speakers also have /š], the first sound of 'she', as a variation of /s/ before front vowels.

0.2 The letter /d/ represents the sounds, [d] as in 'do' and [ɾ] as in 'ladder'. In many environments, one variant or the other is used at random, both being interpreted as the same meaningful sound. Some rules, however, may be stated.

(1) /d/ represents the sound [ɾ]
  (a) before /i/ and /e/. Examples: [ɾíibò] - food, [sóɾè] - road
  (b) when this consonant is the first of a consonant cluster. Example: [kaɾmdá] - learns.
(2) /d/ represents the sound [d]
  (a) before /o/ and /u/. Examples: /dúndà/ - today, /doogó/ - house

(b) when this consonant is not the first of a consonant cluster. Example: [fã́ãgdà] - saves.

(3) Free variation occurs initially before /-a/ and medially when /d/ is the only consonant. Examples: [ɾáwà] or [dáwà] - man, [tadá] or [taɾá] - has, have.

0.3 The phoneme, /g/ sounds like [g] in some environments, like [ɟ] in others and like [ɤ] in still others.

/g/ sounds like [g]

(a) after /i/ and /u/: [bíigà] - child, [zugú] - head,

(b) before /o/ and /u/: [gómà] - spoke, [gúlà] - grew up

(c) after a nasal consonant: [bángà] - found out.

/g/ sound like [ɟ] or [ʝ]

(d) before /i/ or /e/: [gésà] - saw

/g/ sounds like [ɤ] everywhere else:

(e) [pooɤlɤá] - wounded

0.4 /n/ sounds like [ŋ], the last sound in 'sing' before the velar consonants /k/ and /g/: [káŋgà] - 'arm'. The sound that is sometimes written as a long nasalized vowel before a velar consonant is a vowel plus [ŋ]: /kã́ãgà/ and /kángà/ are the same word [káŋgà] - 'arm'.

0.5 /i/ sounds like [y] when it is combined with an oral vowel: [yáè] - 'where', written /yáè/, [sáyà] - 'ended', written /sáyà/, when /i/ is combined with a nasal vowel, it sounds like [ɲ]: /ɲã́mbà/ - 'you'. This is written /yã́mbà/. See also Note 0.1.

0.6 The sound /w/ is written as /o/ or /u/ to show relationships among words and to preserve the stem in one, unaltered form. The summary symbol /w/ stands for the sounds [w] and [ÿ], the semivowel of the French 'lui'. /w/ sounds like [ÿ] in non-initial position before /i/ and /e/: [kÿisa] - went home. This is written /kúisà/. /w/ sounds like [w] everywhere else: [wótò] - how.

Orthography: /w/ is written as /w/ in initial position. /w/ is written as /o/ or /u/ elsewhere to show derivation: /kó/ - selling, /koada/, [kwádà] - merchant.

0.7 Between any two consonants there is potential vocalization. This results in a vowel similar to the second vowel of 'sofa'. Technically it is called 'shwa', [ə]. This vocalization is sometimes written as /e/. This manual does not write it at all.

0.8 A meaningful distinction between [o] and [ɔ] is reported for some speakers in Ouagadougou. When this distinction is included in the orthography, one sound is written as /o/; the other as /ao/. The speaker used as a model for this manual did not distinguish [o] from [ɔ] significantly. Therefore, this manual recognizes only one significant sound /o/ which has a range from [ɔ] to [ʊ].

0.9 There is no *[-y] or *[-w] offglide on Moré vowels. The Moré vowels /i/ and /e/ are like the English vowels in the words 'seat' and 'bait' if the tongue rise to [-y] is eliminated. Likewise, the Moré vowels /o/ and /u/ are like the English vowels of 'boat' and 'blue' but without the glide to [-w].

There are vowel combinations with [-y] and [-w] in Moré. In these cases the semivowels form part of a diphthong. They are not an essential part of one vowel, but rather one part of two vowels appearing together.

0.10 Not all orthographies of Moré indicate nasalized vowels. This manual has attempted to do so. Generally '~' is written over a nasalized vowel. All vowels followed by nasal consonants, however, are automatically nasalized. This automatic nasalization is not always indicated.

0.11 Some speakers of Moré have a glottal stop [ʔ] initially in words borrowed from Arabic. For the speaker who helped prepare this manual, however, these words begin with a vowel.

0.12 The sounds [ʊ], the first vowel in 'pudding', and [ɪ], the vowel in 'sing', present problems. At present we are not certain whether [ʊ] is a variant or /o/ or /u/, nor whether [ɪ] is a variant of /i/ or /e/. There is evidence for all four suppositions.

These doubts are based on the characteristics of Moré as described in the previous pages: (a) the stem system and (b) the allophones of the consonants.

(a) If it is true that a stem is composed of a consonant and one unalterable vowel, then some stem vowels have been misspelled in this text. Some words which obviously have the same stem have been written with two different stem vowels.

(b) /u/ and /i/ are always followed by the [g] allophone of /g/, but never by the [ɣ] allophone.

Examples:

Stems which have been written in two ways:

/pú/ ~/pó/ - having to do with interior
/púgà/ - stomach

/póoglgà/ - wounded, cut

/wĩ́/ ~ /wẽ́/ - sun, Almighty Power
/wĩ́n tòogó/ - noon
/wénã̀/ - God

Some of these same words written phonetically:

[púʊ̃̀a] [wĩ́n toogó] [wĩ́nã̀]

0.13 English vowels followed by /n/ or /m/ have something in common with the Moré nasalized vowels. The vowel in the English words 'lean' and the 'dune' have nasal off-glides. The Moré vowels /ĩ/ and /ũ/ are nasalized throughout.

Sounds of Moré: Pitch Contour

The pitch contour of any Moré sentence is the resultant of two forces: tone and intonation. As previously stated, Moré stems have tones which influence the suffix vowels. A stem, in citation form, is either high or low. If it is high, it is followed by a low suffix. If it is low, it is followed by a high suffix. This is the basic pattern. It varies somewhat in context. The interplay of stems and suffixes within phrases characterizes the pitch contour of Moré.

Examples:

high tone root: /pá/ - addition, acquisition
low tone root: /pa/ - opening
high tone root plus suffix: /págà/ - woman
low tone root plus suffix: /pagá/ - opened

Characteristics of the Two Tones

Central to the discussion of the behavior of tones in context is the description of the two tones themselves. High and low are, of course, relative terms. They can only be distinguished as they can be contrasted. Low tone contrasts with high tone in two environments:

1. in citation form
2. after a preceding high

Low tone and high tone do not contrast after a preceding low. They are both equally high in this environment.

Examples:

low and high tone contrasted:

1. /págà/ - wife
/pagá/ - closed

2. /yám pa̍gà/ - your wife
/yám pagá me./ - You closed.

low and high tone without contrast:

/a págà/ - his wife

/a págà mé./ - He closed.

The previous description leads to the conclusion that the melody of Moré is a constant alternation of high and low. This is true. Yet there are two further considerations.

1. what is the behaviour of the word in context?
2. what effect does vowel loss have on the pitch contour?

In answer to the first question, the sequence, high plus high is relatively rare. High stems are regularly followed by low suffixes. Low stems are regularly followed by high suffixes unless another major word follows. When another major word follows, both the stem and the suffix of the first word are low, and the following major word is always high-low. Lows are always followed by a high. Only a high particle is followed by another high. The conclusion to be drawn from this explanation is the same as that cited above: The melody of Moré is a constant alternation of high and low, with some lows and some highs stretching over two syllables.

Examples:

Low roots in isolation and in context:

— /tumdá/ - working

/Yám tumda mé./ - You are working.

/Yám tumda wúsgò./ - You work a lot.

/A túmdà mé./ - He is working.

/A dátĕ̀ n túmdà mé./ - He wants to work.

Mid Tone or Down Step

Even under conditions of vowel loss, the sequence, high plus high, is rare. It does not occur, contrary to expectation, on a sequence containing two high stems where the suffix vowel on the first stem (which is, of course, low in pitch) has been lost. The lost low pitch still makes its effect felt either as a low pitch on the now vowelless voiced suffix consonants on the first stem or as a slight lowering of the pitch of the following stem. This slight drop in pitch is the 'mid tone'. This 'mid tone' is thus a predictable variant of high stem tone lowered by the influence of lost low pitch on the preceding suffix syllable.

A sequence of two equally high pitches occurs only in the sequence high particle plus high stem. All other sequences of two high tones with no low pitch intervening will have the 'mid tone' variant of high on the second syllable.

Examples:

Down Step:

/yámbà/ - you /gĕ́sà/ - saw

/Yám g↓ĕsà mé./ - You saw.

/kéengdà/	- go	/tã́õsgò/	- hunting

/Ub sã́ kéengd tã̍õsgò.../ - If they go hunting...
[Ub sã́ kéengd̀ tã́õsgò...] - If they go hunting...

High plus high:

/M kéengdà né móbilì./ - I am going by car.

Test Yourself:

1. Mark the pitch on the second syllable of the following words for possible use in a dictionary. /´/ - high, /`/ - low and /ˈ/ - mid. An initial unmarked vowel is low.

pága	[à]
paga	[á]
deemda	[á]
gésa	[à]
wuma	[á]

2. Mark the contextual pitches in the sentences below for the words cited between slash lines.

/tumdá/	A tumda mé. He is working.	[túmdà]
/tumdá/	Yám tumda mé. You are working.	[tumda]
/yámbà, gómdà/	Yam gomda mé. You are speaking.	[Yám go̍mdà]
/gómdà/	A gomda mé. He is speaking.	[gómdà]

Symbols for Tones and Pitches

The tones and pitches described above are written in this manual in the following manner:

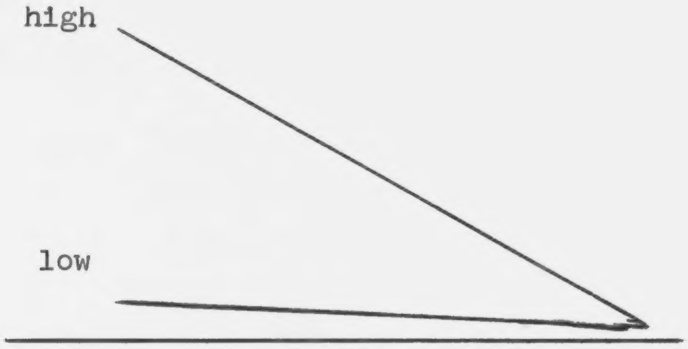
1. high /´/
2. mid /ˈ/
3. low /`/

These marks are not used over every syllable, however. Unmarked initial syllables are low. Unmarked syllables after low are low. Unmarked syllables after high or mid are high. In other words, initial high and mid are marked and, after the first vowel, only changes of significant pitch are marked. Word boundaries are indicated by spaces between words. The tone marking system begins anew after each space.

Intonation Patterns

The tone and pitch sequences already described, in addition to the phrase final melodic glide, comprise the intonation patterns. All Moré utterances start with a wide range between high and low. This range gradually compresses toward low as one approaches the end of the sentence.

Diagram one: Range of high to low pitch in one sentence.



This pattern of compression is expressed in two major types of tone-pitch sequences: (1) low, high, low in alternation and (2) high, mid, mid, low in steady descent. The beginning may be high or low; the end, high, low or mid.

Diagram two: Low and high in alternation.

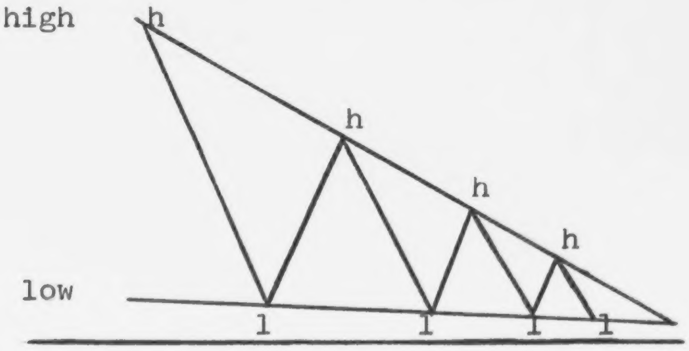
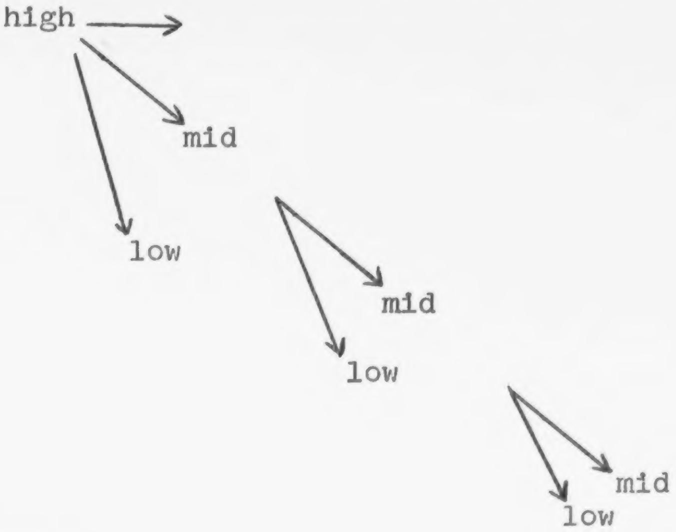


Diagram three: High, mid, low in steady descent.



The following phrase final glides occur. They are not marked in the text.

(1) end of affirmative statement: last vowel drops to low level.
(2) end of question which has no question word: last vowel lengthened with accompanying downward glide.
(3) end of negative statement: last two words are low and level.
(4) non final item of a series: last vowel rises slightly.

Examples:

Phrase final Glides:

(1)	/A kéengdà mé./	He is leaving.
(2)	/¿A kéengdà mé?/	Is he leaving?
(3)	/A ká kéengd za̍abd ye̍./	He is not leaving in the evening.
(4)	/M gómdà Módè, Bámbadandè, la Silmiidi./	I speak Moré, Bambara, and Fula.

Tones of Borrowed Words

Many foreign words, especially of French origin, are used in Moré. Whereas French and English words have characteristic stress in their original environments, they have characteristic pitch when *transferred to a Moré utterance*. The first syllable, of course, is the most important since it is interpreted to be the Moré stem syllable. Therefore, an initial stressed syllable is interpreted as high tone, and an initial weak syllable is interpreted as Moré low tone. Examples: The French capital, 'Paris', is in Moré /Padí/. The United States' capital, 'Washington', is in Moré, /Wásìnton/. An effort is generally made, however, to pronounce foreign words as they occur in the source language.

The Writing System

There is no official or standard orthography for Moré. Various missionaries have used a number of different orthographies. In 1959 a meeting of several missionary groups and representatives of L'Institut Français d'Afrique Norie was held for the purpose of establishing orthographies for a number of African languages. Suggestions were put forward to create writing systems based on the symbols of the standard French typewriter keyboard. It was thought that this inventory of symbols could easily be adapted to a number of West African languages. The system used in this manual follows, for the most part, the guidelines laid down at this conference.

Because several people worked independently on this text, there are some inconsistencies. They are listed below.

In the same word:

1. single short vowel occurs as well as long or double vowel e.g. /kéngà/ ~ /kéengà/ - went,
2. nasalized vowel occurs as well as vowel plus /N/. e.g. /téndà/~ /tẽ́dà/ - think,
3. used as subject, final vowel occurs as well as no final vowel. e.g., /Dáwà Kámpaodè kéengà mé/~ /Dáwà Kámpaod ke̍engà mé/ - Mr. Campaode went away.
4. used as the first element of a compound, a space sometimes occurs and sometimes does not occur between it and the following word. e.g. /kút we̍efò/~ /kútwe̍efò/ - bicycle.

Other inconsistencies:

5. Across word boundaries, in vowel plus vowel environments, one vowel is sometimes dropped and sometimes written. e.g. /ti a/ /t a/ - that he..
6. The verbal connective /n/ is written /m/ before bilabial consonants only. The pronoun /m/, however, is always written /m/.
7. The same word is written with the stem vowel /e/ in some places and the stem vowel /i/ in others. The same inconsistencies exist for the stem vowels /o/ and /u/.
8. Tones are marked with some inconsistency.

THE ORGANIZATION OF THIS MANUAL

This manual is organized into three sections, called cycles. Cycle One, Units One through Fifteen, is an introduction to the language; Cycle Two, Units Sixteen through Thirty-seven, is the detailed study of the structure, and Cycle Three is listening and conversation practice. Units One through Fifteen have the following format:

1. Basic Sentences, which are made up of set, unchanging conversations. They are mostly unalterable.
2. General Notes on structure and linguistic custom. They are usually not related to the drills.
3. Drills which accentuate the basic sentences. They call attention to the sounds and structures and they give added practice in the use of set expressions.

Units Sixteen through Thirty-seven are also composed of these three sections, but with the following differences:

1. The basic sentences are examples of informative conversation. Therefore they illustrate points of structure.
2. There are general notes on the basic sentences as in Cycle One.

3. The drills are presented in series. Each series is designed to illustrate a point, first of all, and then to guide the student gradually to the independent use of this point. A typical series might contain the following items: (a) repetition, (b) explanation, (c) substitution, (d) response, (e) transformation response, (f) comprehension drill.

Units Thirty-eight through Forty-eight are comprehension units, organized by topics.

In all three cycles each explanation and each drill has a number. These numbers are used in the table of contents and the index. General notes are indicated by the unit number and a letter, e.g. 3A - The Verb System; drill series are indicated by the unit number, a decimal point, and another number, e.g. 18.1 - Negation. Separate sections within a series are indicated by letters, e.g. 18.1A - Repetition. Comprehension drills also are indicated by the unit number, a decimal point and another number.

Suggestions for the Use of this Manual

This manual purports to be a scientific study of the Moré language. All notes are assumed to be scientific statements; all dialogues and exercises, evidence. A scientific statement, however, is not an ultimate truth but a hypothesis to be tested. It is the student's job, therefore, to master the materials here presented so that he can effectively test the hypotheses.

Although each student will develop his own methods of study, a few suggestions accompanied by more specific descriptions of the term 'mastery' might prove to be useful. The material in this course is based on spoken Moré. A reading knowledge of it is useful only as a crutch to the spoken language. The student's goal, then, is to understand and be able to respond to sequences of the language at conversation speed. To achieve this goal it is wise to

(1) memorize the basic sentences, and

(2) be able to recite them as a conversation with a native speaker, each taking one of the roles of the dialogue;

(3) respond, without hesitation, to the drills. 'No hesitation' means a response almost as fast as a native speaker's or, using the tapes, a correct response in the pause provided without stopping the machine; and

(4) achieve understanding of the short comprehension drill at the end of every unit without the need for repetition.

The material of the course is limited; mastery can approach the optimum outlined above.

We believe that the description in this manual is scientifically accurate. It is a synthesis, however, of many individual ideas. Each example of Moré structure gives an analyst (the student) an impression about usage. A descriptive note is a composite of all the relevant grammatical impressions within the analyst's experience. Its purpose is to shorten the process of impressionistic synthesis for the student. It cannot substitute for this process. Thus, when the student's idea about any particular descriptive note comes into conflict with the data, his job is to reconcile them to each other. A complete rejection of either the description or the data hinders the learning process. The student's job, therefore, is a cultivation of certain thought processes: awareness of the relationships between items and receptivity to new data. Successful thinking about relationships and data is produced by (1) mastery of the available material and (2) flexibility in the comprehension of structure.

INTRODUCTION TO CYCLE ONE

UNITS 1 - 15

A general notion about a language need not be entirely intellectual. One can have an impression of the language in the ear and the speech muscles as well. An introduction to a language is a brief exposure to all of it: the grammar, sound system and social usage - by way of all the relevant abilities: understanding, hearing, and speaking.

The first fifteen units of this course are designed to be a balanced introduction to the Moré language. The notes are a survey of socially correct greetings and forms of address as well as of the grammar and phonology.

The dialogues, drills and comprehension exercises offer the practical examples of the sounds, grammar and usage. The drills are illustrations of some of the important sound distinctions. The comprehension drills are designed to develop a little bit of flexibility in the ears and the mind. They consist of the dialogue material slightly varied.

By the end of these fifteen units, it is hoped that the student of Moré

1. will have an idea about and an experience with the major characteristics of the language,
2. will be able to use the most common greetings and expressions of courtesy, and
3. will have a few expressions pertaining to basic tourist needs at his disposal.

UNIT 1

Basic Sentences

-DÁWA-MAN-

né	with, and
i	you, your
yíbeoogò, -tò, -dò	morning
Né i yíbeoogò.	Good morning. (sunrise until 11:00 a.m.)
ya	be, exist, become
laafí	peace, tranquility, health
¿I yíbeoog ya laafí?	How are you this morning? (Your morning is in peace?)

-PÁGA-WOMAN-

balá	only, just
Laafí balá.	Just fine.
la	and, and also, but
yã́mbà	you, your
yẽ́	self
¿La yã́m yẽ́?	And you? (And yourself?)

-DÁWA-

Laafí balá.	Just fine.

USEFUL PHRASES

Né i wíntoogo.	Good morning/afternoon. (11:00 a.m. until 1:00 p.m.)
Né i zaábdè.	Good afternoon. (1:00 p.m. until sundown)
Né i yúngò.	Good evening. (after sundown)
¿I wíntoog yá laafí?	How are you this noon?
¿I zaábd ya laafí?	How are you this afternoon?
¿I yúng ya laafí?	How are you this evening?

GENERAL NOTES

1A Greetings.

To be able to use Moré greetings, one has to know both the grammatical and social situations. Greetings often take five, ten, or more minutes, asking about various members of the family. Often mention is made in the greetings of what the persons being addressed are doing, e.g., one might say something like, 'Hello to you people sitting there talking'. Various pronouns and titles of respect are used according to the persons involved. However, a fairly small number of much simpler greetings will take care of the needs of a foreigner quite adequately.

1B Pronouns

Moré pronouns are somewhat different from English pronouns. Each Moré pronoun has three different forms. These forms can be conveniently described as short, medium and long.

	Singular Forms			Plural Forms		
Person	short	medium	long	short	medium	long
1st	m	mam/mã		(i)d	tond	tóndò
2nd	f	fo	fom	i	yã́m/yã	yã́mbà
3rd	a	yẽ́n	yéndà	(u)b	bám	bámbà

The parenthesis of /(i)d/ and /(u)b/ above mean that these pronouns sometimes occur with the vowel and sometimes without it.

In terms of general meaning, Moré pronouns are classified in two dimensions: (1) number; that is singular and plural and (2) person; that is first, second and third. The first person refers to the speaker (I, me, my); the second person refers to the person addressed (you, your); and the third person refers to people and things talked about (he, she, it, they). This much is familiar from English and European languages, but there are other complications. These have to do with the fact that for each person and number, there are three different pronominal forms which do not correspond with pronominal forms in European languages.

All three forms of the pronoun are more or less identical in meaning. The selection of the short, medium or long form of a pronoun is describable on the basis of two further dimensions: stylistic and social. The stylistic dimension has to do with degree of emphasis; the social dimension, with social prominence and degree of familiarity.

1C Pronouns, the Stylistic Dimension.

Short and medium forms are grammatically connected to the word which immediately follows them. They are subjects and possessive pronouns. Medium and long forms are grammatically connected to the word which immediately precedes them. They are objects of verbs and prepositions.

/mam gómda mé/	I speak
/ub zoa/	their friend
/né tónd/	with us
/ya yấmbà/	it is (really) you

The shorter form in both cases is unemphatic; the longer form is emphatic. Before verbs and nouns the medium form is emphatic; after verbs and prepositions the medium form is unemphatic. In other words, to emphasize a pronoun, one moves up one degree in pronominal length: from short to medium in the case of subjects and adjectives, and from medium to long in the case of objects.

/né tónd/	with us
/né tóndò/	with us indeed
/m gómla mé/	I am speaking
/mam gómda mé/	I am the one who is speaking

A given pronoun is emphasized only once in one continuous stretch of speech.

/¿Yấm waa né i pág bí?/	Did you come with your wife?

The above stretch of speech begins with an emphatic form and continues with an unemphatic form. We do not say: */¿Yám waa ne yám pág bí?/.

The medium forms /mam/, /bam/, /yẽn/ and /yấm/ lose their consonants and end in nasal vowels in phrase final position.

/Mam gomda né yã./	I am talking to you.

As we have seen in the above explanation, there is no equivalent in Moré of the case differentiation common to European languages. There is no nominative, no possessive, no objective, no dative, no accusative or other case ending. The grammatical relationship which these endings express in other languages are expressed in Moré by the location of the pronoun in the sentence: A pronoun before a noun expresses possession. A pronoun before a verb is the subject of the verb. A pronoun (not followed by a noun) following a preposition is the object of the preposition. A pronoun following a verb is the object of the verb. A verb can have only one object. Therefore the distinction of 'direct' and 'indirect' object, so important from the point of view of a European language, is as much a function of the verb as of the pronoun. (See Unit 20).

1D Pronouns: The Social Dimension

The selection of singular vs. plural pronouns in any conversation indicates the social relationship the speakers have with one another. Is one of higher social standing than the rest? Are they close friends? Is there a significant difference in age? etc. All of these social questions fall into three categories: the familiar, the polite, and the honorific.

All pronouns, singular and plural, are used in the 'familiar' situation. All pronouns, except the second person singular /f, fo, fom/, are used in polite situations. In polite situations /i, yấm, yấmbà/ take over the singular and plural uses of 'you'. In honorific situations, only the plural pronouns are used.

The student has probably come into contact with a familiar-polite distinction previously in one of the European languages. The familiar-polite distinction in Moré resembles that of some other languages in that (1) it is expressed in the second person of the pronoun and (2) it is an indication of socially organized relationships. The following rules deal with the use /f, fo, fom/ in the singular and the use of only /i, yấm, yấmbà/ for both singular and plural. One must use:

The Familiar	The Polite
1. with one's offspring,	1. with older members of the family,
2. with younger siblings and most other younger members of the family,	2. with older siblings and parents' siblings even though they may be younger than the speaker,
3. with one's wife,	3. with one's husband,
4. with very good friends,	4. with acquaintances,
5. with any child of less than seven or eight years of age except a chief's child.	5. with strangers.

Since honorifics do not permit the use of the singular pronouns, they are similar to the 'royal we', adding also a 'royal they'. Honorifics are used when a chief, a member of his family or another government official is present. At such a time, everyone uses honorifics even though intimates may also be included in the conversation. The 'honored' person may drop the use of honorific pronouns after the initial greetings. The 'ordinary' person, however, continues to use honorifics until invited to do otherwise by the official.

Official:	/¿Yã́m waa láafì?/	Did you arrive in peace?
Ordinary man:	/Ngée, tond waa láafì./	Yes, I arrived in peace.
	/¿Yã́m ya̍o waa láafì?/	Did your brother have a good trip?
Official:	/Ngée, ub waa láafì./	Yes, he arrived well.
Ordinary man:	/¿La yã́m yẽ?/	And you?
Official:	/M waa láafì./	Fine, thank you.

Practice in the socially correct use of pronouns can be found in Unit 29.

1E Elision of Word-Final Vowels

All native Moré nouns and verbs are two syllables long. They are composed of one consonant plus vowel(s) and a second consonant or consonant group plus a vowel. This second vowel always occurs at the end of a sentence. It may be dropped, however, in the middle. Some places where it is dropped are: (1) before the verb /ya/, (2) after the first noun in a noun-noun construction (3) before interrogative words.

(1)	/yíbeoogo/	/¿I yíbeoog ya laafi?/
(2)	/kútù/ /wéefò/	/kút wéefò/ - bicycle
(3)	/¿A gómd Mod bí?/	Does he speak Moré?

1F Instructions for Use of 1.1A and 1.1B Substitution Drills

Practice: Familiarization with greetings.

Directions: The instructor reads the first sentence of each drill. The student repeats. The instructor then reads the next item. The student fits this word into the previous sentence.

1.1A Substitution Drill

Cue	Response
Né i yíbeoogò.	Né i yíbeoogò.
zaábdè.	Né i zaábdè.
yúngò.	Né i yúngò.
wíntoogo.	Né i wíntoogo.

1.1B Substitution Drill

Cue	Response
¿I yíbeoog ya laafí?	¿I yíbeoog ya laafí?
zaábdè	¿I záabd ya laafí?
yúngò	¿I yúng ya laafí?
wíntoogo	¿I wíntoog yá laafí?

UNIT 2

Basic Sentences

-Dáwa Sékù-

yeelá, -bá	welcome, greetings
dáwa, -pá	man, male, Mister
Dáwa Tembila	Mr. Tembila
I yeelbá, Dáwa Tembila.	Welcome, Mr. Tembila.

-Dáwa Tembila-

naaá, -bá	acceptance, approval
Naabá.	Thank you. ((I) accept (your greetings.))

-Dáwa Sékù-

waa	arrived, came
Yã́m waa mé	you arrived
¿Yã́m waa láafi?	How was your trip?

-Dáwa Tembila-

Laafí balá.	Just fine.
bee	be located at; be in a certain condition; exist
¿La laafí bee yã́mbà?	And how are you?

-Dáwa Sékù-

Laafí balá.	Fine, thank you.

-Dáwa Tembila-

yíidì, -yà	house, compound
yíiddàmbá	family, household
fã́ã	all, every, entire
¿Yíiddàm fã́ã?	How's all the family?

-Dáwa Sékù-

Id fã́ã ya láafi balá.	We are all fine.

USEFUL PHRASES

I yeelbá.	Welcome, Sir/Madam
I yeelá.	Welcome.
I bielbá.	Welcome, Sir/Madam
I bielá.	Welcome.
Naabá.	Thank you, Sir/Madam
Naaá.	Thank you.
Saambá.	Thank you, Sir/Madam
Mbá.	Thank you.
¿Laafí bee yã́mbà?	How are you?
¿Laafí bee yã́m?	How are you?
¿I yíiddàm yá laafí?	How is the family?
¿I zakdám ya láafi?	How is the family?

NEW WORDS

yíidì, -yà	house, compound
yíiddàmbá	family, members of a household
zaká, -sé	house, quarters, apartment
zakdámba	family, members of a household

GENERAL NOTES

2A Welcoming Greetings: Informal/Polite.

FAMILIAR	POLITE
I yeelá.	I yeelbá.
Naaá.	Naabá.
ÁĪĪ.	ÁĪĪ.

The familiar forms are used only between persons on intimate terms, i.e., /I yeelá/, 'Welcome', and the response /Naaá/, would be used only by or for those persons described in Note 1D as using familiar pronouns with each other. Other persons use the formal forms /I yeelbá/ and the response /Naabá/, as in the dialogue. Only men use the responses /Naaá/ and /Naabá/. Women use /ÁĪĪ/ as the response to both /I yeelá/ and /I yeelbá/.

2B Regional Variations of the Welcoming Greeting.

FAMILIAR	POLITE
I bielá.	I bielbá.
Mbá.	Saambá.

There are varieties in the welcoming greetings in various areas. East of Ouagadougou, /I bielbá/ and /I bielá/ are used with the same meanings as /I yeelbá/ and /I yeelá/. The responses, however, are just like those of Ouagadougou. West of Ouagadougou /Saambá/ and /Mbá/ are used by both men and women as responses to /I yeelbá/ and /I yeelá/ respectively. Only the Ouagadougou usage will appear in this course hereafter.

2C Greetings: Other Members of the Family.

¿Yíiddàm fã́ã?
¿Yíiddàm yá laafí?

After asking concerning the health of the person to whom he is talking, a stranger would not ask about particular members of the family but only concerning the family in general, e.g., /¿Yíiddàm fã́ã?/, 'And all the family?', or /¿Yíiddàm yá laafí?/, 'How is the family?'

Unless you really know the person to whom you are speaking very well, you would not ask concerning the health of his or her spouse. Persons who have grown up together might ask /¿F pagá yá laafí?/, 'How is your wife?', or /¿F sidá yá laafí?/, 'How is your husband?' To a brother, especially a younger brother, one would say /¿M pág yá laafí?/, 'How is your (sic) wife?' To an older brother or a long-time friend, in order to be polite, one would say /¿Tónd pagá ya laafí?/, 'How is your (sic) wife?' If you knew a person quite well, you could say, /¿I pága yá laafí?/ or /¿Madám ya laafí?/, 'How is your wife?' The latter is preferable.

2D ¿Yã́m waa láafi?

/¿Yã́m waa láafi?/ asks not only, 'How was your trip?', 'Did you have any trouble while travelling?', but also 'Did you arrive all right?', 'Are you feeling all right now that you have arrived?'

2E Collective Plural: /-damba/

Yíiddàmbá
Zakdámba

In addition to forming the plural of a class of nouns as explained in the introduction, /-damba/ also forms a collective plural with both the singular and plural of many nouns with the meaning, 'belonging to', 'members of', e.g., /yíiddàmbá/, 'family', i.e., 'those belonging to the house(hold)', 'members of the house(hold)'.

2F Obligatory /mé/ after verbs.

Yã́m waa mé.

It is very rare for a verb to end a sentence. Except for certain special constructions, the indefinite adverb /mé/, 'somewhere', occurs after a verb if there is no object, complement, or adverb, e.g., /Yã́m waa mé/, 'You arrived.'

UNIT 3

Seku and Tembila continue their conversation.

-Dáwa Sékù-

sódè, -yà	road, way, voyage
tugá	go to do, go get, go for
n, m	and (see Note 3B)
yi	was
néede	well, good, beautiful
¿Yã́m sod tugṍ n yi néede?	How was your trip? (Your trip went and was well?)

-Dáwa Tembila-

ngée, nyée	yes
wúsgo	much, many, very
Ngée, a túgõ n yi néed wúsgo.	It went very well.

-Dáwa Sékù-

Ámedikà	America, U.S.A.
Ámedikdàmbá	Americans
¿Ámedikdàm fã́ã ya láafi?	How is everybody in America?

-Dáwa Tembila-

Ub fã́ã ya láafi balá.	They are all fine.

USEFUL PHRASES

A wáa Wágdùgẽ.	He came to Ouagadougou. He has come to Ouagadougou. He arrived in Ouagadougou. He has arrived in Ouagadougou.
A yíi Wágdùgẽ.	He came from Ouagadougou. He has come from Ouagadougou. He left (from) Ouagadougou. He has left (from) Ouagadougou.
A bée Wágdùgẽ.	He is at Ouagadougou. It is located in Ouagadougou.
A wáẽ n la Bóboẽ̀.	He came to Bobo. He has arrived in Bobo.

A yíĭ n la Bóboĕ̀.	He left Bobo. He has left from Bobo.
A béĕ n la Boboĕ̀.	He was at Bobo.

NEW WORDS

yíi	to be/come from; come back from; become, get
Wagdúgò	Ouagadougou
Bobó	Bobo-Dioulasso
la	to be, exist, be the 'truth', be the case that.....

3A The Moré Verb System

Moré has three types of verb constructions: (1) the single verb, (2) the verb plus verb construction and (3) the marker plus verb construction.

(1) The Single Verb

The single verb has the same general structure as the noun, that is the stem + additional consonant + final vowel. Verbs of action must indicate completion or incompletion of action. Their forms are:

stem + a	e.g. /goma/ - spoke
stem + d + a	e.g. /gomda/ - speaking

The verb form, stem + /a/, will be called perfective; the form, stem + d + a, will be called imperfective. The distinction of perfective versus imperfective action will be called aspect.

As of this writing, no exceptions have been found to this rule of the Moré verb system. Some action verbs, however, seem to be monosyllables in the perfective. These verbs, however, add /-ta/ instead of /-da/ to form the imperfective. The stems of these verbs end in /-d/ but this /-d/ is dropped in the perfective to avoid confusion.

/waa/ - arrived
/wata/ - arriving
/yi/ - left
/yita/ - leaving

Some verbs, like having and being, are not action verbs. Thus the question of completed or incompleted action is not applicable. These verbs do not have the option of adding or subtracting a /-d/. They are not marked for aspect; they have one constant form.

/tada/ - have
/yaa/ - be

*/ta/ and */yada/ do not exist.

There are two additional possible forms of the single verb:

stem + s + aspect
stem + g + aspect

/-s-/ indicates that a verb has an object; /-g/ indicates that the action is reversed.

/A kẽ́ mé./ - He entered.
/A kẽ́sà válizdàmbá./ - He put the suitcases inside.
/A kẽ́ngà Bóbò./ - He went (away) to Bobo.
/A kẽ́ngdà mé./ - He is going away.
/A kẽ́sdà válizdàmbá vwatúdẽ̀./ - He is putting the suitcases in the car.

(2) The Verb + Verb Construction

The verb plus verb construction involves nasalizing the final vowel of the first verb and adding the verbal connective /n/. The form is the following:

Single verb Ṽ + n + Single verb

/A datẽ n goma me./ - I want to speak.
/A datẽ n gomda me./ - I want to continue speaking.

As will be seen later, many verbs, in fact almost all of them, can stand in the position of the first verb in a verb plus verb construction. Some of the most common ones, however, are /datẽ/ - want to, /nãã/ - will, and /toẽ/ - can.

These constructions usually consist of two, occasionally three verbs, each being separated from the following verb by a nasal vowel and /n/.

/A tóẽ n gómà mɔ̃́ɔ̃dè./ - He can speak Moré.
/A dátẽ̀ n gómà mɔ̃́ɔ̃dè./ - He wants to speak Moré.

(3) Marker + Verb Construction

There are two verb markers in Moré: /da/ - past time and /nã/ proximity. These markers are not verbs; they cannot be used as single verbs, and they cannot be negated. Markers occur before the negator /ka/; verbs occur after the negator.

/A ká nã́ã n gómà mé./ - He will not speak.
/A nã́ ká góm ye./ - He has not yet spoken.

(4) Occurrence of Verbal Constructions

The rich variety of Moré verbal expression is achieved by the co-occurrence of forms and construction. Roughly speaking, a Moré verbal stem may be preceded by two things and followed by two things. A stem may be followed by /s/ or /g/ and the aspect marker.

/M záms̀da mɔ̃́ɔ̃dè./ - I am learning Moré.
/A kéngdà Bóbɔ̀ɛ̃./ - He is going to Bobo.

A stem may be preceded by another stem, the past tense marker and another stem, or the past tense and the proximity marker, or any one of the above items occurring singly.

/A nã́ gómà mé./ - He has just spoken.
/A dá nã́ gómà mé./ - He had just spoken.
/A dá toɛ̃́ n gómà mé./ - He was able to speak.
/A dá dátɛ̃ n gómà mé./ - He wanted to speak.
/A nã́ã n gómdà mé./ - He will continue speaking.

This explanation is, of course, a thumbnail sketch. The details are presented throughout the course, specifically in the following units:

Perfective vs. Imperfective - Units 17, 18, 19
Stative verbs like /yaa/ and /tada/ - Units 20, 21, 22, 26
Verb plus Verb Constructions - Units 7, 20, 23, 26, 27
The past tense marker /dá/ - Units 23, 24, 25
The proximity marker /nã́/ - Unit 8
The reversive consonant /-g-/ - Unit 23

It is hoped that the limitations of our English translations will become clear to the student after he has studied these units.

This study, hopefully, will lead to a comprehension of each Moré verbal unit within a context. Each item, which has been given many translations and much explanation, will be understood to have really one function within Moré.

3B Connective /n/.

¿Yã́m sod tugṍ n yi néede?

In many cases, two or more Moré verbs translate as a single verb or a verb plus a preposition or adverb. If the verbs have the same subject and there is a close relationship between the verbs, such as, 'to go to do', 'to do simultaneously', 'to use to do', 'to use for', the close connective /n/ occurs before the second verb and the subject is not repeated, e.g., /¿Yã́m sod tugṍ n yi néede?/, 'Your trip went and was well?', i.e., 'How was your trip?' The going and the being are closely related as parts of the trip.

Connective /n/ is homorganic with the first consonant of the following verb, i.e., is made in the same tongue position. Before /m, p, b, f, v/, connective /n/ is /m/. Elsewhere it is /n/, but before /k, g/ it is phonetically [ŋ], the last sound in 'sing'.

3C Locative: /-ẽ̀/

A wáa Wágdùgẽ.
A yíi Wágdùgẽ.

The suffix /-ẽ̀/ means, 'in/at a place or thing', e.g., the sentences above, 'He arrived in/at Ouagadougou', and 'He left from (in/at) Ouagadougou'. Younger persons who speak French tend to omit the /-ẽ/ ending after place names, especially the /-ẽ/ of foreign words.

3D Subject-Conditioned Tones of Verbs.

Words often have different tones in different grammatical environments. The tone of the first syllable of a word is often influenced by the preceding word. For example, the first syllable of a low-class verb is high after a low pronoun or noun (including a contracted noun that no longer ends in a high), but low after a high pronoun or noun or a contracted pronoun or noun that no longer has its final syllable, e.g., /A wáa me/, but /Yã́m waa mé/. The first syllable of a high-class verb is also high after a low pronoun or noun or a contracted noun that no longer ends in a high; but after a contracted pronoun or noun that no longer ends in a low tone, the first syllable is just a little lower than the high of the preceding pronoun or noun, i.e., it is mid tone, e.g., /A yíi mé/, but /Yã́m yi̍i mé/.

In the following drills, notice especially the tones of the first syllable of the verbs.

3.1A Repetition Drill

a. A wáa Bóboẽ̀
A yíi Bóboẽ̀
A bée Bóboẽ̀
b. Yã́m waa Bobóẽ̀
Yã́m bee Bobóẽ̀
c. Yã́m yi̍i Bóboẽ̀

3.1B Substitution Drill

Practice: tone of some verbs.

Cue	Response
A wáa Wágdùgẽ.	A wáa Wágdùgẽ.
Yã́m	Yã́m waa Wagdúgẽ̀.
yíi	Yã́m yi̍i Wágdùgẽ.
A	A yíi Wágdùgẽ.
bée	A bée Wágdùgẽ.
Yã́m	Yã́m bee Wagdúgẽ̀.

3.1C Substitution Drill

Practice of tone

Cue	Response
A wáẽ n la Bóboẽ̀.	A wáẽ n la Bóboẽ̀.
Yã́m	Yã́m waẽ n la Bóboẽ̀.
yiĩ	Yã́m yi̍ĩ n la Bóboẽ̀.
A	A yíĩ n la Bóboẽ̀.
béẽ	A béẽ n la Bóboẽ̀.
Yã́m	Yã́m beẽ n la Bóboẽ̀.

3.2A Question Intonation

Statements and questions answerable by yes or no may contain the same words and the same word order. Only the intonation distinguishes one from the other. The last vowel of the question is longer and lower than the last vowel of the statement.

3.2A Repetition Drill

Statement vs. Question intonation (Listen to the last vowel carefully.)

1.	¿A sód tugṍ n yi néede?	Did he have a good trip?
2.	A sód tugṍ n yi néede.	He had a good trip.
3.	¿Ámedikdàm fã́ã ya láafi?	How is everyone in America?
4.	Ámedikdàm fã́ã ya láafi.	Everyone in America is fine.
5.	¿Dáwa Tembil wáa mé?	Has Mr. Tembila arrived?
6.	Dáwa Tembil wáa mé.	Mr. Tembila has arrived.
7.	¿A wáa láafi?	Did he arrive all right?
8.	A wáa láafi.	He arrived all right.

3.2B Response Drill

Intonation Practice.

Cue	Response
¿A sód tugṍ n yi néede?	Ngée, a sód tugṍ n yi néede.
¿Ámedikdàm fã́ã ya láafi?	Ngée, Ámedikdàm fã́ã ya láafi.
¿Dáwa Tembil wáa mé?	Ngée, Dáwa Tembil wáa mé.
¿A wáa láafi?	Ngée, a wáa láafi.

3.2C Transformation Drill

More intonation practice.

The instructor makes the statement. One student changes the statement to a question. Another student may answer this question.

Cue	Response
A sód tugṍ n yi néede.	¿A sód tugṍ n yi néede?
Ámedikdàm fã́ã ya láafì.	¿Ámedikdàm fã́ã ya láafi?
Dáwa Tembil wáa mé.	¿Dáwa Tembil wáa mé?
A wáa láafi.	¿A wáa láafi?

Comprehension Drill 1

Dáwa Tembil wáa mé.
A yá láafi.
A sód tugṍ n yi néede.

Questions:

1. ¿Dáwa Tembil wáa mé?
   Ngée, a wáa mé.
2. ¿A wáa láafi?
   Ngée, a wáa láafi.
3. ¿A sód tugṍ n yi néede?
   Ngée, a sód tugṍ n yi néede.

Comprehension Drill 2

Dáwa Tembil wáa á yíidẽ̀.
A pág yá láafi.
Yíidàm fã́ã ya láafi.

Questions:

1. ¿Dáwa Tembil wáa á yíidẽ̀?
   Ngée, a wáa á yíidẽ̀.
2. ¿A pág yá láafi?
   Ngée, a págà yá láafi?
3. ¿La a yíidàm fã́ã?
   Ub fã́ã ya láafi.

UNIT 4

Basic Sentences

-Dáwa Kúka-	
Dáwa Tembila!	Tembila, old friend!
pága, -bá	woman, wife, Mrs.
wotó	like, thus, so
nẽ	indeed
Yá Pága Mádia, lá wotò nẽ.	This is my very old friend Maria.
-Pága Mádia-	
Áĩĩ.	Thank you.
-Dáwa Tembila-	
¿Laafí bee yã́mbà?	How are you?
-Pága Mádia-	
Laafí balá.	Just fine.
¿La yã́m yẽ́?	And you?
-Dáwa Tembila-	
Laafí balá.	Just fine.
¿La Ámedikdàmbá?	And /how's/ everyone in America?
-Pága Mádia-	
Ub fã́ã ya láafi.	They are all fine.
-Dáwa Tembila-	
zamsa	taught, learned, studied
Mõõdé	the Moré language
gómdè, *góamà	speech, talk, discussion, language
yae	where
¿Yã́m zamsá Mṍõd go̍am ya̍e?	Where did you learn Moré?

-Pága Mádia-

Kúlga	Kulga (proper name)
M zámsà á la Ámedikẽ̀ né Dáwa Kúlga.	I learned it in America with my friend Kulga.

-Dáwa Tembila-

dẽ́, déndà, dénnà	that
sumdé, -á	thing which is good, fitting, proper
Dẽ́ ya súmà.	That's very good.

USEFUL PHRASES

Yá m ma.	This is my mother.
Yá m bá.	This is my father.
Yá m ma Mádia.	This is 'Aunt' Mary.
Yá m bá Kúka.	This is 'Uncle' Kuka.
Yá m bíiga.	This is my child.
Yá m koambá.	These are my children.
A zámsà Fídã̀sé.	He studied French.
A zámsà Ánglèsi.	He studied English.
A zámsà Bámbadande.	He studied Bambara.
A zámsà Sílmìidi.	He studied Fula.

NEW WORDS

ma, -dámbà	mother; maternal aunt; lady; old friend
bá, -dàmbá	father; paternal uncle; sir; old friend
bíiga, *koambá	child
Fidãsé	French
Anglésì	English
Bámbadande	Bambara
Silmíidi	Fula, Fulani

GENERAL NOTES

4A Titles of Respect: Titles of Familiarity

Dáwa Tembil

Yá Pága Mádia, lá wótò nẽ.

Yá m ma Mádia.
Yá m bá Kúka.

In addition to the showing of respect and familiarity by pronouns, there are also numerous titles of respect and familiarity. /Dáwa/ and /Pága/ plus a family name corresponds very closely to our 'Mr.' or 'Mrs.' plus a family name. But /Dáwa/ or /Pága/ plus a given name shows a great deal of familiarity. If the two persons involved are more or less the same age, then it is understood that they have grown up together, i.e., /Pága Mádia/ translates 'my very old friend Mary'. If the person addressed is a good bit older than the person speaking, /Dáwa/ or /Pága/ plus a given name means old friend of the family', e.g., /Pága Mádia/, 'Maria, a long-time friend of the family'. This last usage is not too different from our custom of calling elderly, long-time friends of the family, 'Aunt', or 'Uncle'.

To address such long-time friends as described above, one uses /Dáwa/ or /Pága/ plus the first name if the other person is about the same age as the speaker, but one usually uses /m ma/ 'my mother' or /m bá/ 'my father', to address older persons, e.g., /M ma Mádia/, ' 'Aunt' Mary', 'Maria, my dear old friend'.

All the names introduced thus far are given names.

4B Tones of initial /ya/. Before complements.

Yá Pága Mádia.
Ya mám.

Initial /yá/ before a noun complement is high but low before a pronoun. In the sentences above, /yá/ is high before the noun /pága/ in 'This is my old friend Maria', but /ya/ is low before the pronoun complement /mám/ in, 'It's me'. /yá/ is high before a short possessive pronoun, e.g., /Yá m pága/, 'It's my wife', but /ya/ is low before a long possessive pronoun, e.g., /Ya tónd biigá/, 'It's our child'.

4C Tones of Verb Objects.

Yā́m zamsá Mṓōdè.

The tone of the first syllable of a verb object is just the opposite of the tone of the last syllable of the verb if there is no word between the verb and its object, e.g., /Yā́m zamsá Mṓōdè/, 'You learned/studied Moré', the last syllable of /zamsa/ is low and the first syllable of /Mṓode/ is high.

4D A Vowel Changes in Stems

gómdè góamà gwámà

The noun suffixes which have the shape /-a/, when occurring after a stem containing an /o/ or an /e/, may also occur with an /a/ after the stem vowel, e.g., the stem /góm-/ plus /-a/ is /góamà/ or /gwámà/ 'languages'.

There are various changes in different stems, e.g., the stem /pog-/ plus /-a/ is /pága/, 'woman', with neither /o/ nor /w/. Different dialects of Moré also handle this stem variation in a number of ways. In this manual /o/ is regularly written between a consonant and following vowel even though the speaker may vary between /o/ and /w/, e.g., /koambá/ 'children', always occurs in the text, but the tapes may vary between /koambá/ and /kwambá/.

The student should be aware that other speakers also say /kambá/ and /kombá/.

4E /la/ With Short Form of Pronouns.

M zámsà á la Ámedikẽ̀.

If a short form of a pronoun occurs as the object of a verb, the pronoun is always followed by /la/, 'to be (really)', e.g., in the sentence above, 'I learned it in America', /á/, a short form of a pronoun, is followed by /la/.

4F Bambara and Silmiidi.

In the savanna area between the desert and the rain forest, there has been a lot of east-west communication for many centuries. Many languages, especially the larger ones, are well known outside of the area where they are the predominant language. Bambara, which is centered in Mali, is well known from Upper Volta to the west coast. The dialect of Bambara spoken in Guinea and Senegal is usually called Malinke.

The Fula or Fulani, whose center is on the west coast, are now scattered along the savanna from Senegal to the Sudan. The Fula language is called Silmiidi in Moré.

4.1A Substitution Drill

Practice: tones

Cue	Response
Ya mám	Ya mám.
tóndò	Ya tóndò.
yẽ́	Ya yẽ́.

Cue	Response
Ya bámbà	Ya bámbà.
fó	Ya fó.
yấm	Ya yấm.
tónd	Ya tónd.
bám	Ya bám
yéndà	Ya yéndà.

4.1B Substitution Drill

Practice: tones

Cue	Response
Yá m pága.	Yá m pága.
ub sída	Yá b sída
i ba	Yá i bá
i ma	Yá i ma
id bíiga	Yá d bíiga
a pága	Yá a pága
a sída	Yá a sída
m bá	Yá m bá
id bá	Yá d bá
ub ma	Yá b ma

4.1C Substition Drill

Practice: tones

Cue	Response
Ya tónd biigá.	Ya tónd biigá.
yấm pagá.	Ya yấm pagá.
bám biigá.	Ya bám biigá.
yấm sidá.	Ya yấm sidá.
tónd ba̍.	Ya tónd ba̍.
tónd ma.	Ya tónd ma.
yấm ba̍.	Ya yấm ba̍.
yấm ma.	Ya yấm ma.
yấm biigá.	Ya yấm biigá.
bám biigá.	Ya bám biigá.
bám ba̍.	Ya bám ba̍.

4.1D Substitution Drill

Practice: Tones of pronouns

Cue	Response
M zámsà á la mé.	M zámsà á la mé.
I	I zámsà á la mé.
A	A zámsà á la mé.
Yã́m	Yã́m zamsá á la mé.
Tón	Tón zamsá á la mé.
Bám	Bám zamsá á la mé.
A sída	A sída zamsa á la mé.
Yã́m pagá	Yã́m pagá zamsa á la mé.
Ub bá	Ub bá zamsa á la mé.
A ma	A ma zámsà á la mé.

Comprehension Drill 1

Dáwa Sékù né Dáwa Kúk wáa Ámedikẽ̀. Ub fã́ã waa láafi. Ub zámsà Ángles gȯam Haute Voltaẽ̀. Dẽ́ ya súmà.

Questions:

1. ¿Dáwa Sékù né Dáwa Kúk wáa yae?
   Ub wáa Ámedikẽ̀.
2. ¿Ub wáa láafi?
   Ngée, ub fã́ã waa láafi.
3. ¿Ub zámsà ánglesgȯam yae?
   Ub zámsà ángles gȯam Haute Voltaẽ̀.

Comprehension Drill 2

Pága Mádia waa Haute Voltaẽ̀. A yá láafi balá. A zámsà Mṍõd gȯam Ámedikẽ̀. A zámsà Mṍõd needé.

Questions:

1. ¿Pága Mádia waa yae?
   A wáa Haute Voltaẽ̀.
2. ¿A wáa laafí?
   Laafí balá.
3. ¿A zámsà Mṍõdgȯam yae?
   A zámsà á la Ámedikẽ̀.
4. ¿A zámsà Mṍõd needé?
   Ngée, a zámsà Mṍõd needé.

UNIT 5

Basic Sentences

	-Sékù-	
bí		or; a question marker
¿Yá m bá Kúk bí?		Is it my esteemed Kuka?
	-Kúka-	
Ngée.		Yes.
	-Sékù-	
kẽ́ẽ́		enter
Kẽ́ẽ́ yã́ waé.		Come in please.
zii		be seated, sit, live at/in, dwell
Zínde yã́.		Have a seat please.
¿I yíbeoog ya láafi?		How are you?
	-Kúka-	
Laafí balá.		Fine, thank you.
	-Sékù-	
¿I zakdám fã̀ã ya laafí?		How is all your family?
	-Kúka-	
Laafí balá.		Fine, (thank you)
	-Sékù-	
¿I pág né a koambá?		Your wife and (her) children?
	-Kúka-	
Laafí balá.		Just fine
¿La yã́m yẽ́?		and you?
	-Sékù-	
Laafí balá.		Fine, (thank you)

USEFUL WORDS

A zíi mé.	He is seated. He (has) sat.
A zíndà mé.	He has (just) sat down. He is (in the process of) sitting.
A kẽ́ẽ mé.	He (has) entered
A yíi mé.	He is out. He has gone out.
Paké yã́ i lívddàmbá.	Please open your books.
Pagé yã́ i lívddàmbá.	Please close your books.
Kelgé yã́ néede.	Please listen carefully.
Yeelé yã́ yaasa.	Please say it again.
Púglge yã́ mam n yeelé.	Please repeat after me. (Follow you me and say.)

NEW WORDS

paka	to open; let out
lívdè, -dàmbá	book
paga	to close, shut, lock, fasten
kelga	to listen, pay attention to, care for, look after, regard, observe, look at
yeela	to say, tell, affirm
yaasa	again
púglgà	to double; come/follow after; repeat

GENERAL NOTES

5A Question Marker /bí/.

¿Yá m bá Kúk bí?

One way of marking a question is to have /bí/, 'or', at the end of the sentence, as in the sentence above, 'It's my friend Kuka or?', i.e., 'Is it my friend Kuka?'

5B Imperative:

Kẽ́ẽ yã́ waé.

Zínde yã́.

The imperative singular is marked by the suffix /-é/, e.g., /zínde/, 'Sit down' (talking to one person). This is the familiar form and should be used only under those circumstances as previously described in Note 1B for the use of familiar forms. The plural imperative is marked by the suffix /-e/ plus /yã́/, 'you' (polite or honorific) e.g. /zínde yã́/, 'Sit down' (talking to more than one person). The plural imperative is also the polite and honorific imperative for both singular and plural. In the lesson text, the polite form is translated 'please', as in /Zínde yã́/, 'Please sit down'. Obviously the word 'please' does not occur in this construction in Moré, but this is about as close as we can come in English to the sense of the Moré. If there is more than one imperative verb, it is not necessary to repeat /yã́/ since one has already shown the proper respect, e.g., /Kẽ́ẽ́ yã́ waé/, 'Come in please'.

5C Imperative after /i/.

Yíì yã́.

The imperative ending after a stem ending in /i/ is /-i/, e.g., /Yíì yã́/, 'Please leave', 'Please go out'.

5.1A Repetition Drill

Additional practice on the tonal features.

yã́m zaká	your house
a zaká	her house
yã́m pagá	your wife
a pága	his wife
yã́m koambá	your children
m koambá	my children
yã́m zamsa mé	you learned
Ub zámsà mé	they learned

5.1B Substitution Drill

More practice of tonal feature.

Cue		Response
a	zaká	a zaká
yã́m		yã́m zaká
	pága	yã́m pagá
a		a pága
	koambá	a koambá
yã́m		yã́m koambá

Cue	Response
yã́m zamsa mé	yã́m zamsá mé
mam	mam zámsà mé
ub	ub zámsà mé
yã́m	yã́m zamsá mé
wáa mé	yã́m waa mé
A	A wáa mé

5.2A Repetition Drill

Illustration: Formal Commands

Zamsé yã́.	Learn!
Waé yã́.	Come here!
Paké yã́.	Open it!
Pagé yã́.	Close them!
Kelgé yã́.	Listen!
Yeelé yã́.	Speak!
Púglgè yã́.	Continue!
Yíì yã́.	Leave!

5.2B Substitution Drill

Practice: Command forms.

Cue	Response
Zamsé yã́.	Zamsé yã́.
Waé	Waé yã́.
Paké	Paké yã́.
Pagé	Pagé yã́.
Kelgé	Kelgé yã́.
Yeelé	Yeelé yã́.
Púglgè	Púglgè yã́.
Yíì	Yíì yã́.

Comprehension Drill

M koambá zamsa wúsgo.
Ub zámsà ánglesg o̍amà.
Ub yá súmà.

Questions:

1. ¿Yã́m koambá zamsa wúsgo bí?
   Ngée, ub zámsà wúsgo.
2. ¿Ub zámsà ánglesgo̍ama bí?
   Ngée, ub zámsà ánglesgo̍amà.
3. ¿La b yá súmà bí?
   Ngée, ub yá súmà.

UNIT 6

Basic Sentences

-Sékù-

wãna	how, how much/many
pindá	before(hand), early
¿Yá wãna?	What is going on?
¿Yá wán né yíbeoog pindá?	What brings you here so early in the morning?

-Kúka-

áyò	no
ká, pá	not
búmbù, *bṍõgà	something
yé	one, any, some; once, yet
Áyò, ká búm yé.	Oh, nothing.
gésà	to see, look, examine; visit
nấã	to be going to do, have the intention of doing, (See Note 6B)
Mam wáa mé balá, n nấã n gés yãm.	I just came to see you.

-Sékù-

Dẽ́ ya súmà.	That's nice.

-Kúka-

sṹũdi,-yá	heart; interior; sentiment, affection
noogó, -dó	good, agreeable
sẽ́	that, who, which, what, where, when, while
ká	here
káe	right here
sẽ́...wã	that, which
M sṹũd yá noog wúsgo, m sẽ́ wa káe né wã.	I am happy to be here.

USEFUL PHRASES

A wáa pindá.	He came early. He came on time.
A ká wá pind yé.	He came late. He didn't come on time.
Id nã́ã n wa, n yẽ́ taab yíbeoogò.	We'll see each other in the morning.
Id nã́ã n wa, n yẽ́ taab yíbeoogã̀.	We'll see each other this morning.
Id nã́ã n wa, n yẽ́ taab béoogò.	We'll see each other tomorrow.
Id nã́ã n wa, n yẽ́ taab dúnda.	We'll see each other today.
Id nã́ã n wa, n yẽ́ taab mwásmwasã̀.	We'll see each other in a minute.

GENERAL NOTES

6A Negative

Ká búm yé.

Negative is marked by /ká/ or /pá/ before the noun or verb being negated and /yé/ at the end of the sentence, e.g., in the sentence above, 'It's nothing'. Final vowels of suffixes of negated nouns and verbs do not occur, e.g., /A ká wá yé/, 'He didn't come'.

6B Proximate Future: Purpose

Mam wáa mé balá n nã́ã n gés yãm.

Id nã́ã n wa, n yẽ́ taab yíbeoogò.

The auxiliary /nã́ã/ plus the connective /n/ before a verb marks: (1) the proximate future and (2) purpose or intention.

(1) The proximate future most often means sometime within the next month after the moment of speaking, but it may refer to a more distant time if the speaker considers that the event will take place soon and usually translates 'going to (verb)', e.g., /Id nã́ã n wa, n yẽ́ taab yíbeoogò/, 'I'll see you tomorrow', literally, 'We will come see two (both) tomorrow'.

(2) Purpose or intention means the translation is 'intend to (verb)', or 'in order to (verb)', e.g., /Mam wáa balá n nã́ã n gés yã̀m/, 'I just (only) came to see you', or 'I just (only) came in order to see you'.

6C Relative Connective /sẽ́/

M sṹũd yá noog wúsg m sẽ́ wa káe né wã.

The relative connective /sẽ́/ occurs after the subject of the relative clause, as in the sentence above, 'I am happy to be here', /sẽ́/, 'that', occurs after the subject /m/, 'I'. /sẽ́/ translates a number of English relatives, e.g., 'that', 'who', 'which', 'what', 'where', 'while'. Clauses with /sẽ́/ do not have a vowel suffix to the verb, e.g., /wa/, not /waa/, and often have /wã/ at the end.

6D Definiteness: /wã́/, /-ã/

Any noun may be translated with 'a' or 'the'; but if a definite or particular thing is implied, the suffix /-ã/ is used. /-ã/ may translate, 'the', 'this', 'that', 'these', 'those'. After a stem ending in a vowel, /-ã/ is /-wã/, e.g., /vwatúudã̀/, 'the automobile', 'this/that automobile', or /m báwã̀/, 'my father over there'.

Also /-ã̀/ plus /-damba/ is very productive, i.e., makes many new words, in the formation of nouns, e.g., /vwatúudã̀dámba/, 'those people in the automobile'.

Except in monosyllables /-ã/ and /wã/ have the same tone as the final vowel of the stem they occur with e.g., /vwátuudã̀/, 'the car', but /silgã́/, 'the bird', 'the airplane'. After a monosyllable /wã̀/ is low, e.g., /m báwã̀/.

6.1A Repetition Drill

Illustration: Negation

Ká búmbù.	It's something.
Ká búm yé.	It's nothing.
Yã́m waa me.	You came.
Yã́m ká wá ye.	You didn't come.
M yá laafí.	I'm fine.
M ká laafí yé.	I don't feel well.
A túgõ n yi néede.	He had a good trip.
A ká tugṍ n yi néed yé.	His trip didn't go well.
Yã́m zamsá wúsug.	You learned a lot.
Yã́m ká záms wusg ye.	You didn't learn much.
M sṹũd yá noogó.	I am happy.
M sṹũd ká noog yé.	I am not happy.

6.1B Transformation Drill

Make the following expressions negative.

Cue	Response
Ya búmbù	Ká búm yé.
Mam wáa mé	Mam ká wá ye.
A yá laafí	A ká laafí yé.
A túgõ n yi néede	A ká tugṍ n yi néed yé.
A zámsà wúsgo	A ká záms wúsug yé.
M sṹũd yá noogó	M sṹũd ká noog yé.

6.1C Response Drill

Answer each of the following questions negatively.

Cue	Response
¿A túgõ n yi néed bí?	Áyò, a ká tugṍ n yi néed yé.
¿A pága ya laafí bí?	Áyò, a págà ká laafí yé.
¿A sṹũd ya noog bí?	Áyò, a sṹũd ká noog yé.
¿Yã́m zamsá wúsgo bí?	Áyò, m ká zams wúsug yé.
¿Yá m bá Kúk bí?	Áyó, ká m bá Kúk yé.

Comprehension Drill

Dáwa Kúlg ká wá ye.
A ká laafí yé.
A sṹũd ká noog yé.
A págà yí sódè.

Questions:

1. ¿Dáwa Kúlg wáa mé bí?
   Áyò, a ká wá yé.
2. ¿A yá laafí bí?
   Áyò, a ká laafí yé.
3. ¿Yá wãna?
   A sṹũd ká noog yé.
4. ¿A págà yíi sód bí.
   Ngée, a págà yíi sódè.

UNIT 7

Basic Sentences

-Kúlga-

zoa, -dámbà	friend
Né i zaábdè, m zoa.	Good afternoon, my friend.

-Sékù-

¿I zaábd ya laafí?	How are you?

-Kúlga-

Laafí balá.	Fine, thank you.

-Sékù-

adé	here
Ad á ya m zoa Kúka.	This is my friend, Kuka.

-Kúlga-

¿Laafí bee mé, m zoa?	How are you, my friend?

-Kúka-

Laafí balá.	Fine, thank you.

-Sékù-

nã́	to have just (verb) (see Note 7B)
Fidãsé	France, French; a French (woman)
A Kúk nã́ n yi mé.	Kuka has just left.
A Kúk nã́ n yi Fídã̀sẽ́.	Kuka has just come from France.

-Kúlga-

ohṍõ̀	yes, O.K.
Ohṍõ̀.	Is that so?
banga	to know, come to know, make the acquaintance of
Mam sṹũd yá noogó.	I am happy.

-Kúlga- (continues)

Mam sṹũd yá noog wúsgo m sẽ́ bang yã́mbà.	I am pleased to meet you.

USEFUL PHRASES

A nã́ m pagá búdò.	He has just locked up the office.
A nã́ m pagá dóogò.	He has just closed the door.
A nã́ m paká dágnoodã̀.	He has just opened the door.
A nã́ m paká fínetdẽ̀.	He has just opened the window.
Bám lá Dáwa Wedáoogò.	This is Mr. Ouedraogo.
Bám lá Pága Wedáoogò.	This is Mrs. Ouedraogo.
Bám lá Président.	This is the President.
M míi b lá mé.	I know him/them.
M míi Wáygùia.	I'm acquainted with Ouahigouya.
M míi dáagã̀ sódè.	I know the way to the market.
M míi Ámèdikẽ́.	I know an American.
A gésà á lá mé.	He saw her.
A yíi a lá mé.	He left there.
¿A ká pág a lá?	He closed it, didn't he?
¿A ká kéng a lá?	He went there, didn't he?
¿A ká wúm a lá?	He understood it, didn't he?

NEW WORDS

búdo	office
doogó, -tó, -dó	room; cabin
dagnódè, dignóodè, dognóodè, -ya	door, opening
fínetdè, -a, -dàmbá	window
mii	to know, know how to, be familiar with
Wayugíà	city of Ouahigouya
daagá, -sé	market, marketplace; purchase
Amedikẽ́, dàmbá	an American
wuma	to hear, understand, know a language

GENERAL NOTES

7A /a/ Before Proper Names

Ad á ya m zoa Kúka.

A Kúk nã́ n yi Fídã̀sẽ́.

If a proper name occurs without a title preceding it, the proper name is preceded by /a/, e.g., the sentences above, 'This is my friend Kuka', and 'Kuka has just returned from France.' /zoa/ is a title.

7B The proximity marker /nã́/

A Kuk nã n yi Fídãsè.

The proximity marker /nã/ can be easily translated into English by the expression: 'to have just'. Thus the above sentence in English is 'Kuka has just come from France.'

7C Ohṍõ̀: ngée

Both /ohṍõ̀/ and /ngée/ translate, 'yes'; but /ohṍõ̀/ is much more uncertain and vague than /ngée/. /ngée/ means, 'Yes, it's true', 'Yes, I accept/concur/agree'. /ohṍõ̀/ means, 'Well, O.K., if you say so', 'Well, I accept, but I can't personally guarantee that this is the case.'

7D yíidì: zaká: doogó

A typical Mossi house is a square, rectangular, or round courtyard surrounded on all sides by a series of rooms which open on the courtyard. In general there is only one door to the outside. The whole structure is a /yíidì/. Two or more families, nearly always closely related, may live in the same /yíidì/, but each family has its own /zaká/, 'apartment', or 'quarters', in the /yíidì/. A /yíidì/ may consist of one or several /zaká/. A /doogó/ is a single room, or occassionally a one-room building. A /zaká/ may consist of one or several /doogó/. A European-style house is also called a /yíidì/.

7E Verb /lá/.

The verb /lá/ draws attention to the word that precedes it. It is an emphasizer. For practical purposes, we will distinguish three uses of /lá/: (1) main verb, (2) object pronoun marker, (3) secondary verb.

(1) /lá/ contrasts with /ya/ as the main verb of a sentence. When /ya/ is used the speaker does not guarantee that the statement is true or that he is totally familiar with the situation. When /lá/ is used the speaker asserts that the statement is true and that he is well acquainted with the situation.

example: /Ad á ya m zoa Kúka./
translation: 'This is my friend Kuka whom I have not known for a long time.'
example: /Ad á lá m zoa Kúka./
translation: 'This is my friend Kuka with whom I grew up.'
example: /Bám ya Dáwa Wedáoogò./
translation: 'This is Mr. Ouedraogo whom I don't know very well.'
example: /Bám lá Dáwa Wedáoogò./
translation: 'This is Mr. Ouedraogo whom I know well.'
examples: /Ad á ya lá m pága./ /Ad á lá m pága./
translation: 'This is my wife.'

After /ad/ both /ya/ and /la/ may occur. The meaning of /lá/ takes precedence.

example: /Ad á ya m pága./
translation: 'This is my brother's/cousin's wife.'

One only introduces government officials by their titles when one knows the correct one. Thus:

/Bám lá Président./	'This is the President.'

does not occur with /ya/.

(2) /lá/ marks the short object pronoun.

/M gésà á la mé./	'I saw her/him.'
/M gésa b la mé./	'I saw them.'

(3) The main verb of a sentence is emphasized when /lá/ follows it.

/A gésà mé./	He saw.
/A gesẽ n la mé./	He really saw.

Since /la/ in the above example is the second verb of a verb plus verb construction, it must be preceded by a nasal vowel and /n/.

7F Note, Negative or Affirmative?

/lá/ is a verb. Therefore it is usually followed by /me/, /ye/ or an object since verbs don't usually end a sentence.

/¿A ká pág a lá?/ seems to be an incomplete sentence. It is neither affirmative, ending in /mé/, nor negative, ending in /yé/. It expresses doubt. Sentences of this type may be translated by the English tag question, 'He closed it, didn't he?'

7G Verb Object Replacement

Almost all Moré verbs may be directly followed by nouns.

/A gesa mobili./	He saw the car.
/A waa Bobo./	He arrived in Bobo.
/A waa Boboẽ./	
/A yi Fidãse./	He left France
/A yi Fidãsẽ./	

These nouns may be replaced by a pronoun: /a la me/ or /ub la me/.

/A gésà á lá mé./	He saw it.
/A wáa a lá mé./	He arrived there.
/A yíi á lá mé./	He left there.

Since these are short pronouns, which cannot end the sentence, the verb /la/ follows.

7.1A Repetition Drill

/á la/ and /la/ following the main verb.

A gésà móbilì.	He saw the car.
A gésà á la mé.	He saw it.
A págà zákà.	She closed the outside door.
A págà á la mé.	She closed it.
A yíì mé.	He went out.
A yíì á la mé.	He left there.
A wáa mé.	He arrived.
A wáa á la mé.	He arrived there.

7.1B Expansion Drill

Insert /á la/ after the verb.

A gésà mé.	A gésà á la mé.
A kélgà mé.	A kélgà á la mé.
A págà mé.	A págà á la mé.
A yéelà mé.	A yéelà ắ la mé.
A pákà mé.	A pákà á la mé.
A yíi mé.	A yíi a la mé.
A zámsà mé.	A zámsà a la mé.
A bángá mé.	A bángà á la mé.
A wúmà mé.	A wúmà á la mé.

7.1C Substitution Drill

Cue	Response
A yá m pága.	A yá m pága.
a pága.	A yá a pága.
Yã́m ya	Yã́m ya a pága.
a sída	Yã́m ya a sída.
A yá	A yá a sída.
ub bá	A yá b bá.
id ma	A yá d ma.
M yá	M yá d ma.
ub sída	M yá b sída.
Ub yá	Ub yá b sída.

7.1D Transformation Drill

Change unemphatic verb to emphatic form with /la/.

A gésà mé.	A gésẽ̀ n la mé.
A kélgà mé.	A kélgẽ̀ n la mé.
A págà mé.	A págẽ̀ n la mé.
A yéelà mé.	A yéelẽ̀ n la mé.
A pákà mé.	A pákẽ̀ n la mé.
A yíi mé.	A yíẽ̀ n la mé.
A zámsà mé.	A zámsẽ̀ n la mé.
A bángà mé.	A bángẽ̀ n la mé.
A wúmà mé.	A wúmẽ̀ n la mé.

7.1E Transformation Drill

Insert /la/ in the following sentences. Make any necessary changes.

Bám waa mé.	Bám waa a lá mé.
A yá Amedikẽ̀.	A yá la Ámèdikẽ̀.
A yá m págà.	A yá la m págà.
A yíi Wágdugẽ̀.	A yíi la Wágdugẽ̀.
Tón zii mé.	Tón zii a lá mé.
Yã́m paká mé.	Yã́m paká á la mé.
Bám pagá mé.	Bám pagá á la mé.
A yéelà mé.	A yéelà á la mé.

7.1F Transformation Desponse Drill

Practice: Contrast between stressed and unstressed verbs.

Directions: The instructor asks a question. One student answers it negatively. Another student emphatically contradicts the first.

Instructor	Student A	Student B
¿Bám waa mé bí?	Áyò, ub ká wá ye.	Ngée, ub wáa a la mé.
¿A Kúk yá Ámèdikẽ́ bí?	Áyò, a ká Ámèdikẽ́ yé.	Ngée, a yá la Ámèdikẽ́.
¿A yá yã́m pág bí?	Áyò, a ká m pág ye.	Ngée, a yá la m pága.
¿A yíì Wágdugẽ̀ bí?	Áyò, a ká yí Wagdúgẽ̀ yé.	Ngée, a yíì la Wágdugẽ̀.
¿Bám pagá budó wẽ̀ bí?	Áyo, ub ká pág budó wẽ̀ yé.	Ngée, ub págẽ̀ la búdo wẽ̀.

UNIT 8

Basic Sentences

-Pogsádà-	
dooga	to give birth; be born
¿Ỹ́m doogá Bóboẽ̀ bí?	Is Bobo your home town? Were you born in Bobo?
-Kúlga-	
Áyò, mam dóogà Wágdugẽ̀.	No, my home is in Ouagadougou.
-Pogsádà-	
yíkããdm̀	marriage
¿Ỹ́m yí yíkããdm̃̀ bí?	Are you married? (You were/have been married or?)
-Kúlga-	
tada	to have, own, posses; use, utilize
tããbó	three
Ngée, m tádà pága né koamb á tããbó.	Yes, I have a wife and three children.

SUPPLEMENTARY VOCABULARY - NUMERALS

yémbò, yémbdè	1
yiibú	2
tããbó	3
naasé	4
nṹũ	5
yoobé	6
yopoe	7
níì	8
wáe	9
píiga	10

USEFUL PHRASES

A tádà dóog á yé.	It has one room.
A tádà dót á yii.	It has two rooms.
A tádà dót píiga.	It has ten rooms.
A kélgà dádio.	He listened to the radio.
A kélgà kíbàese.	He listened to the news.
A kélgà kíbàes dadíoẽ̀.	He listened to the news on the radio.
A yá Ámèdikẽ́	He is American.
A yá Fídã̀sé	She is French.
A yá Vóltaik	He is Voltaic.
A yá Mṍagà	She is Mossi.
A yá Sílmìiga	He is Fula.
A yá Bámbada	She is Bambara.

NEW WORDS

doogó, -tó, -dó	room, bedroom
dádio, -dàmbá	radio
kibádè, *kibáesè	news, information
Fídã̀sé, -dámbà	a French(wo)man
Vóltaik, -dàmbá	a Voltaic
Mõagá, -sé	a Mossi
Silmíiga, -sé	a Fula(ni)
Bámbada, *Bámbadandàmbá	a Bambara

GENERAL NOTES

8A Some Special Expressions

¿Yã́m dooga Bóboẽ̀ bí?

It is worthwhile to list the several translations of this sentence. 'Are you from Bobo?', 'Were you born in Bobo?', 'Is your home in Bobo?'. The verb of the sentence is /dooga/ - be born, give birth.

¿Yã́m yi yí kããdm bí?

The verb of this sentence is /yi/ - became, (in the present tense: /yita/ - become). Thus the only way to ask if someone is married is to ask if he has become married. (See Unit 26.)

8B Numerals preceded by /á/.

A tádà dóog á yé.

The numerals 'one' through 'nine' are preceded by /á/, e.g., the sentence above, 'I possess house it one', i.e., 'I have one house.'

8.1A Substitution Drill

Insert the underlined portions in the preceding sentence.

A tádà dóog á yé.	It has one room.
A tádà dót á yii.	It has two rooms.
A tádà dót á tãã̀bó.	It has three rooms.
A tádà dót á naasé.	It has four rooms.
A tádà dót á nṹũ.	It has five rooms.
A tádà dót á yoobé.	It has six rooms.
A tádà dót á yopoe.	It has seven rooms.
A tádà dót á níì.	It has eight rooms.
A tádà dót á wáe.	It has nine rooms.
A tádà dót píiga.	It has ten rooms.

8.1B Substitution Drill

M tádà m pága Pádiẽ̀.	I have a wife in Paris.
M tádà yíiy á yii Bobóẽ̀.	I have two houses in Bobo-Dioulasso.
M tádà kóamb á tãã Ámedikẽ̀.	I have three children in America.
M tádà págb á naas Wágdugẽ̀.	I have four wives in Ouagadougou.
M tádà lívddàmb á nṹũ m doogẽ́.	I have five books in my room.
M tádà zóadàmb á yoob New Yorkẽ̀.	I have six friends in New York.
M tádà bádàmb á yopoe Wáyugiyẽ̀.	I have seven uncles in Ouahigouya.
M tádà mádàmb á níì Abigiã́ẽ̀.	I have eight aunts in Abidjan.
M tádà kóamb á wáe Haute Voltaẽ̀.	I have nine children in Upper Volta.
M tádà lívddàmb píig búdoẽ̀.	I have ten books at the office.
M tádà m pága Pádiẽ̀.	I have a wife in Paris.

Comprehension Drill 1

Dáwa Kúk nã́ n yí yíkããdm̀.
A págà ya néede.
A dóogà Bóboẽ̀.

Questions:

1. ¿Dáwa Kúk nã́ n yí yíkããdm̀ bí.
   Ngée, a nã́ n yí yíkããdm̀.
2. ¿A pága ya néed bí?
   Ngée, a yá néede.
3. ¿A dóogà yae?
   A dóogà Boboẽ̀.

Comprehension Drill 2

Dáwa Sékù né Pága Mádia yí yíkããdm̀.
Ub tádà koamb á naasé.
Ub tádà zák néede.

Questions:

1. ¿Dáwa Sékù yí yíkããdm̀ bí?
   Ngée, a yí yíkããdm̀ né Pága Mádia.
2. ¿Ub tádà kóamb bí?
   Ngée, ub tádà koamb á naasé.
3. ¿La b zak yá néede bí?
   Ngée, ub zak yá néede.

UNIT 9

Basic Sentences

-M. l'Ambassadeur-

tuma	work, employ, use
¿Yã́m tumdá mé bí?	Do you work?

-Kúlga-

Áyò, m pá túmd yé.	No, I don't work.

-M. l'Ambassadeur-

maana	do, make, prepare
bwẽ	what, what kind of
¿La yã́m maandá bwẽ?	What do you do?

-Kúlga-

kadma	read, study, learn, go to school, teach
kadembíiga, -si	student
M yá kádèmbíiga.	I'm a student.

-M. l'Ambassadeur-

Ya súmà.	That's a good thing.

SUPPLEMENTARY VOCABULARY

Mam yá díplomatè.	I am a diplomat.
Mam yá kóadà.	I am a farmer.
Mam yá tã́meta.	I am a mason.
Mam yá sóddaagà.	I am a soldier.
Mam yá lógtodè.	I am a doctor.
Mam yá kádẽ̀nambá.	I am a teacher.
Mam yá kóaasà.	I am a merchant.

NEW WORDS

díplomatè, -dàmbá	diplomat
kóadà, -bà	farmer, planter
tã́meta, -bá	mason
soddáagà, -sè	soldier, policeman
logtódè, *logtódàmbá	doctor; shaman, medicine man
kadnẽsambá, -dambá	teacher
koaasá, *koaasdbá	merchant, vender

GENERAL NOTES

9A Aspect: Perfective: Imperfective

There are two aspects: the perfective and the imperfective. There are several perfective and several imperfective tenses. The perfective is unmarked, i.e., there is no grammatical element to indicate perfective, but it is indicated by the lack of the imperfective suffix. The perfective aspect indicates that at the time referred to (1) the action referred to has already been completed, e.g., /A wáa mé/, 'He came (already)', 'He has (already) come', or (2) the state of being referred to has already been achieved, e.g., /A yá Ámèdikẽ́/, 'He is (already) an American', 'He has (already) become an American'.

The imperfective aspect is marked by the suffix /-d/, which occurs before the final vowels /-a/ and /-ẽ/, and indicates that at the time referred to, the action referred to is (1) going on or continuing, e.g., /A gómdà mé/, 'He is talking (now)', (2) repeated from time to time, e.g., /A zámsdà Mṍõdè/, 'He studies Moré (from time to time)', or 'He is studying Moré (now)', or (3) engaged in habitually, e.g., /A gómdà Mṍõdè/, 'He speaks Moré.' Imperfective action is incompleted.

9B Present Tense: Immediate Present: Present Habitual

¿Yã́m tumdá mé?

The present tense is marked by the imperfect suffix /-d/ plus the /-a/ suffix and indicates that something (1) is going on or in the process at the present moment of speaking, (2) is done from time to time, or (3) is done habitually, e.g., /¿Yã́m tumdá mé?/, means not only, 'What do you do regularly', or, 'What is your occupation', but also 'What are you doing?', i.e., 'What activity are you engaged in right at this moment?'

9C Stem Irregularity in Imperfectives.

A number of stems that now end in a vowel in the perfective apparently ended in a /-d/ at one time, and the influence of this /-d/ can still be seen in imperfectives such as the present, and also in agent nouns (Note 9E). A /-d/ at the end of a stem followed by a /-d/ suffix occurs as /t/ (Note 9D), e.g., /A wátà mé/, 'He is coming', is the imperfective of the perfective /waa/, /A yítà mé/, 'He is leaving', 'He is coming from (somewhere)', is the imperfective of /yíi/, and /A métà mé/, 'He is building', is the imperfective of /mee/, 'build/construct of adobe'.

Verbs that end in /-s/ in the perfective have /-t/ in the imperfective, e.g., /A gétà mé/ 'He sees', 'He is looking', is the imperfective of /gésà/.

9D Voiced Consonant Plus Identical Voiced Consonant.

If a suffix beginning with a voiced consonant occurs after a stem ending in the same consonant, except as given below, a single voiceless consonant occurs, i.e.,/bb/ is /p/, /dd/ is /t/, and /gg/ is /k/, e.g., /zag/ plus /-gá/ is /zaká/, 'house'. The stem can be seen in the plural /zagsé/ 'houses'. /wb/ or /ob/ is also /p/ after a vowel, e.g., /dáw/ plus /-bá/ is /dápa/ 'men'.

Some words have a plural in both a voiceless and a voiced consonant, e.g., /doogó/, 'room', has both /dotó/ and /doodó/, both meaning, 'rooms'. In such cases, there is a single vowel before the voiceless consonant, as in /dotó/, but a long or double vowel before the voiced vowel, as in /doodó/.

If a stem that ends in an /-nd/ is followed by a /-d/ suffix, both /d/'s occur, e.g., /A zínddà mé/, 'He is (in the act of) sitting down'. Between these two /d/'s, there is usually a [ə],i.e., the second vowel in English 'sofa'.

If a stem ending in /-d/ is followed by /-damba/, either a flapped 'r' or a voiceless palatal fricative [ç] plus a flapped 'r' may occur.

9E Agent Nouns.

Agent nouns, i.e., actor nouns derived from verbs, also have the imperfective suffix /-d/, e.g., /góamdà, -bà/, 'speaker', i.e., 'one who talks regularly or habitually'. The irregularities given in Note 9C are also reflected in agent nouns, e.g., /tã́meta/, 'mason', is from /mee/, 'build with adobe or mortar'. (/tám/ is from /tándo/, 'wet earth', 'mortar'.) /tã́meta/ then means 'one who builds with mortar or adobe', i.e., 'mason'.

Stems that end in /-s/ have the /-d/ suffix only in the plural, e.g., /koaasá/, 'vender', vs. /koaasdbá/, 'venders'.

9.1A Repetition Drill

Review Note 3E. Practice: Tone of first syllable of verb.

Yã́m watá mé.	You arrived.
Yã́m tumdá mé.	You arrived.
¿Yã́m maandá bwẽ́?	What are you doing?
Yã́m ge̍tà mé.	You saw.
A gétà me.	He saw.
A wáa mé.	He arrived.

9.1B Substitution Drill

Practice: Tone of first syllable of verb.

Cue	Response
Yã́m waa mé	Yã́m waa mé.
maandá bwẽ́?	¿Yã́m maandá bwẽ́?
A	¿A máandà bwẽ?
túmdà mé	A túmdà mé.
Yã́m	Yã́m tumda mé.
wáa mé	Yã́m waa mé.
gétà mé	Yã́m ge̍tà mé.
A	A gétà mé.
wáa mé	A wáa mé.

Comprehension Drill 1

Dáwa Sékù yá kádnsambá.
A tádà kádm̀bíis piiga.
A tádà kádndoogó.
Kadnsamb né kadembíis túmdà wúsgo.

Questions:

1. ¿Dáwa Sékù máandà bwɛ̃?
   A yá kádnsambá.
2. ¿A tádà kádm̀biis bí?
   Ngée, a tádà kádm̀biis píiga.

3. ¿Dáwa Sékù tádá kádndoog bí?
   Ngée, a tádà kádndoogó.
4. ¿Ub túmdà wúsgo bí?
   Ngée, ub túmdà wúsgo.

Comprehension Drill 2

Dáwa Kúk yá koaasa, la a ká máand bum yé. A ká tád bum yé, la a sṹũd yá noogó.

Questions:

1. ¿Dáwa Kúk yá koaas bí?
   Ngée, a yá kóaasà.
2. ¿La a máandà bwẽ?
   Áyò, a ká máand bum yé.
3. ¿A tádà bwẽ?
   Áyò, a ká tád bum ué.
4. ¿A Kúk sṹũd yá noog bí?
   Ngée, a sṹũd yá noogó.

UNIT 10

Basic Sentences

-Dáwa Tembila-

kosa	beg, ask, entreat
súgdì	pardon, excuse
M kótà yã́m su̍gdì.	I beg your pardon. Pardon/Excuse me.
túmde, -á	work, job
tao	fast, quick
dúnda, dúnna	today
M ká wá tumdẽ, taotao dúnda yé.	I didn't get to work very early today.

-Dáwa Sékù-

sídà	truth
Yá sídà.	That's true.
¿Ya wánã?	Why is that?

-Dáwa Tembila-

kútu	iron
weefó, *wiidí	horse
kútweefo, -dí	bicycle
sã́ãmà	damage, hurt, injure, spoil
dá, dágẽ̀	Past tense marker (see Note 10A)
Mam kútweef da̍gẽ̀ n sã́ãmã̀ mé.	My bicycle was broken down.

-Dáwa Sékù-

nto	yes, O.K.
Nto, dẽ́ pá sã́ãm̀ yé.	O.K., it doesn't matter. O.K., no harm done.

USEFUL PHRASES

Bám ke̍ndà tumdè̃.	They are going to work. They are on the way to work. They go to work. They walk to work.
Bám ke̍ngdà túumdè̃.	They are leaving for work. They are on the way to work. They are going to their jobs. They walk to work.
A báodà bóè tumdé.	He's looking for a job as a houseboy.
A báodà póst dòogó.	He's looking for the post office.
A báodà dáagà,	He's looking for the market.

NEW WORDS

kéngà	leave, go away
bao	search, look for
bóè, -dàmbá	houseboy, servant, maid, governess
bóètuumdé, -á	job for/as a houseboy/maid
póstdòogó, -tó, -dó	post office
daagá, -sé	market(place)

GENERAL NOTES

10A Reduplication for Intensity.

M ká wá túmdè̃ taotao dúnd yé.

Adverbs are often reduplicated to show intensity, e.g., /tao/, 'fast', in the sentence from the dialogue, 'I didn't get to work today very early/quickly'.

10B The Past Tense Marker

Mam kútweef dágè̃ n sã́ãmà mé.

/dá/ and /dágè̃/ are alternate forms of the past tense marker. There are many translations into English for this marker. This does not mean that the marker has many functions, but rather that English has several ways of indicating past time. The Moré past tense marker /dá/ and /dágè̃/ does one thing: it marks past time.

/Mam kútweef sã́ãmà mé./	My bicycle was wrecked. (and it is still wrecked.)

/Mam kútweef dágẽ̀ n sã́ãmà mé./	I had an accident with my bicycle.
/Mam tádà kútweefò./	I have a bicycle.
/Mam dá tádà kútweefò./	I used to have a bicycle.

10C /nto/

/nto/ also translates, 'yes', but it is rather vague and means something like 'well, o.k.', or 'Well, if that's the way it is, we'll just have to make the best of the situation'.

10D Reversive

Bám ke̍ngdà túumdẽ̀.
Paké yã́ i lívddàmbá.

The reversive suffix /-g/ has two functions: (1) negative, and (2) directive. The negative reversive indicates the opposite or negative of the verb base, e.g., /paga/, 'close', vs. /paka/, 'open', as in the second sentence above, 'Please open your books.' (/pákà/ is from /pág/ plus /-ga/). The directive reversive indicates direction away from or off of, e.g., /kéndà/, 'go', vs. /kéngdà/, 'go away', as in the first sentence above, 'They are leaving for work', or /maanaga/, 'do away', 'do work', i.e., 'fix (up)', 'repair', 'arrange'.

10.1 Expansion Drill

Change to past with /dá/.

M kótà yã́m su̍gdi.	M dá kota yã́m su̍gdi.
Yã́m ká wá tumdẽ yé.	Yã́m da̍ ka̍ wá tumdẽ yé.
¿Ya wánã?	¿Dá ya wãna?
Tónd ku̍tweef sã́ãmà mé.	Tónd ku̍tweef da̍ sã́ãmà mé.
Dẽ́ pá sã́ãm yé.	Dẽ́ da̍ pa̍ sã́ãm ye.
Bám ke̍ndà túumdẽ.	Bám da̍ ke̍ndà túumdẽ̀.
Ub báodà bóè túumde.	Ub dá baoda bóè túumde.
M kéngdà póst dòogẽ̀.	M dá ke̍ngdà póst dòogẽ́.
A bée dáagẽ́.	A dá bee dáagẽ̀.

10.2 Substitution Drill

M túumdà né bám.	I work for/with him.
A túumdà né bám.	He works for/with him.
A kéngà túumdẽ̀.	He has gone to work.
Ub kéngà túumdẽ̀.	They have left for work.
Ub kéndà túumdẽ̀.	They are on the way to work.
Ub kéngdà túumdẽ̀.	He is leaving for work.
Ub bée mám tuumdẽ.	He is in my employ.
Yã́m bee mám tuumdẽ.	You are in my employ.
Yã́m ke̍ndà túumdẽ̀ né kútweefò.	You ride your bike to work.
Yã́m ke̍ndà tuumdẽ né móbilì.	You come to work by car.

10.3 Transformation Drill

Answer the questions negatively.

¿A dá ke̍ngà tuumdẽ bí?
    Áyò, a dá pa̍ ke̍ng túumdẽ̀ yé.
¿A dá maanaga kútweef bí?
    Áyò, a dá pa̍ máanag kútweef ye.
¿Ub dágẽ̀ bao livddámb bí?
    Áyò, ub dágẽ̀ ká báo lívddàmb yé.
¿A da bee póst doogẽ́ bí?
    Áyò, a dá ka̍ bé póst dòogẽ́ yé.
¿A dá sã̍ãmà mé bí?
    Áyò, a dá ka̍ sã́ãm yé.
¿Yã́m da̍ ke̍ngà dáagẽ̀ bí?
    Áyò, m dá ka̍ ke̍ng daagẽ yé.
¿Ub dá bee lá b yíidẽ̀ bí?
    Áyò, ub dá ka̍ bée úb yíidẽ̀ yé.
¿A dá ya kádèmbíig bí?
    Áyò, a dá ka̍ kádèmbíig yé.
¿Bám da̍ ge̍sà kóaad bí?
    Áyò, a dá ka̍ ge̍s kóaad yé.
¿Yã́m da̍ maanaga i vwátuudã̀ bí?
    Áyò, m dá ka̍ máanag m vwátuudã̀ yé.

Comprehension Drill

Dáwa Tembil ká wá taotao túumdẽ̀ yé.
A págã̀ dágẽ̀ n ká láafi yé.
A kútweefã̀ dágẽ̀ n sã́ãmà mé.

Questions:

1. ¿Dáwa Tembil wáa tuumdẽ taotao dúnda bí?
   Áyò, a ká wá tuumdẽ taotao dúnda yé.
2. ¿A págã̀ ya laafí bí?
   Áyò, a pákã̀ ya laafí yé.
3. ¿Yá á bwẽ n mà mé?
   A kútweef da̍gẽ̀ n sã́ãmà mé.

UNIT 11

Basic Sentences

-John-

boola	call, name
tí	that, which; because
¿Yã́m boondá wã́ tí bwẽ?	What do you call that?(You call that that/is/what?)

-Kúlga-

kúmde, -bá	eggplant
Tónd boondá wã́ tí kúmba.	We call that eggplant(s).

-John-

M ká wúm yé.	I don't understand.
bílfu	little, a little
Góme yã́ bílfbílfù.	Speak much slower please.

-Kúlga-

yaasá	again
Ngée, yeelé yã́ yaasá.	Yes, say it again. /please, repeat/

-John-

Nto.	O.K.

-John and Kúlga-

Tónd boondá wã́ tí kúmba.	We call that eggplant.

USEFUL PHRASES

Boolé yã́ n kṍ mã́.	Please call (him) for me.
Yeelé yã́ n kṍ mã́.	Please say (it) for me.
Maané yã́ díibo n kṍ mã́.	Please fix the/some food for me.
Dá boolé yã́ bám n kṍ d yé.	Please don't call them for us.
Dá suké yã́ bám n kṍ d yé.	Please don't ask them for us.
Dá kóose yã́ b n kṍ d yé.	Please don't sell them for us.

NEW WORDS

kõõ	give; to, for
díibo	food
dá...	Don't (verb)
suka	ask, question, ask for
kóosà	sell

GENERAL NOTES

11A /l/ plus /d/

bóolà bóondà

Stems ending in /-l/ plus a /-d/ suffix regularly have /nd/, e.g., /bool/ plus /-da/ is /boonda/.

11B /wã́ tí/

The sequence /wã/ plus noun is not permitted. Therefore /tí/ occurs between /wã/ and /bwẽ́/. This is a special function of /tí/ different from its usual function. Thus it is best to consider the sentences containing /wã́ tí/ to be fixed, unalterable units.

/¿Yã́m boondá wã́ tí bwẽ?/	'What do you call this?'
/Tónd boondá wã́ tí kúmba./	'We call that eggplant.'

11C /n kṍ mã/ - 'for me'

Boolé yã́ n kṍ mã.

The indirect object in Moré is expressed by /kõ/ + noun or pronoun. /kõ/ is a verb. When it introduces the indirect object, it is, of course, the second verb of the sentence. Therefore it is preceded by the verbal connective /n/. (See Unit 20).

11D /Boole yã n kõ mã./

The forms of the pronoun are interesting here. /Boole yã/ and /n kõ mã/ both use medium forms of the pronouns. That is, they are unemphasized and follow the verbs with which they are associated. The form /mã/ is an alternate form of /mam/, and the form /yã/ is an alternate form of /yam/. In sentence final position either one may occur. In fact, in the recordings accompanying this course /mã/ alternates freely with /mam/, and /yã/ alternates freely with /yam/ in phrase final position.

Short forms of the pronoun do not end the sentence.

/A ká bóol bám n kõ m yé./	He didn't call them for me.
/A bóolà á la me./	He called her.

In the first sentence, the negative marker /-ye/ occurs finally, permitting unemphasized /m/ as the object pronoun. In the second sentence, /la/ and /me/ are added, thus marking /a/ as object pronoun. One exception to this rule is the occurrence of /a/ alone after /kõ/ when /kõ/ marks the indirect object.

/Boole yã n kõ a./	Call him for her.

11E Negative Imperative

Dá boolé yã́ bám n kṍ d yé.

The negative imperative is marked by /dá/ at the beginning of the sentence plus /yé/ at the end of the sentence, as in the sentence above, 'Don't call them for us.'

11.1 Repetition Drill

Dá boolé yã́ yé.	Don't call.
Dá kẽ̍ẽ yã́ yé.	Don't enter.
Dá ke̍nge yã́ yé.	Don't leave.
Dá suké yã́ yé.	Don't ask.
Dá waé yã́ yé.	Don't come.
Dá tumé yã́ yé.	Don't work.
Dá ge̍se yã́ yé.	Don't watch.
Dá sããmé yã́ yé.	Don't ruin it.

11.2 Transformation Drill

Change to negative.

Waé yã́ mam yíidẽ̀.

Dá waé yã́ mam yíidẽ̀ yé.

A wáa mám yíidẽ̀.

A ká wá mam yíidẽ̀ yé.

Kénge yã́ logtód yiidẽ̀.

Dá kénge yã logtód yiidẽ̀ yé.

A kéngà lógtód yiidẽ̀.

A ká kéng logtód yiidẽ̀ yé.

Suké yã́ kádẽ̀sambá.
Dá suké yã́ kádẽ̀samb yé.
Bám suká kádẽ̀sambá.
Bám ká súk kadẽ̀samb yé.
Tumé yã́ dúndà.
Dá tumé yã́ dúnda yé.
Yã́m tumá dúndà.
Yã́m ká túm du̍nda yé.
Gése yã́ i bá.
Dá gesé yã́ i bá yé.
Bám ge̍tà i bá.
Bám ka gét i bá yé.

11.3 Substitution Drill

Boolé yã́ n kṍ mã́.	Call (him) for me.
Suké yã́ n kṍ mã́.	Ask (him) for me.
Koosé yã́ n kṍ mã́.	Buy (it) for me.
Maangé yã́ n kṍ mã́.	Fix (it) for me.
Yeelé yã́ n kṍ mã́.	Say (it) for me.
Tumé yã́ n kṍ mã́.	Do (it) for me.
Kadmé yã́ n kṍ mã́.	Read (it) for me.
Góme yã́ n kṍ mã́.	Speak/Talk for me.
Pagé yã́ n kṍ mã́.	Close (it) for me.
Paké yã́ n kṍ mã́.	Open (it) for me.

11.4 Transformation Drill

Answer questions affirmatively.

¿Yã́m da̍ boola bíiga bí?
Ngée, m dá boola bíigã.
¿Yã́m boondá wã́ tí kúmba bí?
Ngée, id bóondà wã́ tí kúmba.
¿A dá yeela mé yaas bí?
Ngée, a dá yeela mé yaasá.
¿A dá maaná díibo n kṍ d bí?
Ngée, a dá maaná díibo n kṍ dó.
¿Yã́m da̍ yeela dénd bí?
Ngée, tónd da̍ yeela dénda.

¿A báo bóè tuumd bí?

Ngée, a báo bóè tuumdé.

¿Yá síd bí?

Ngée, yá sídà.

¿Mam kútweef sããmá mé bí?

Ngée, yã́m ku̍tweef sããmá mé.

¿Bám da̍ bao póst dòog bí?

Ngée, bám bao póst dòogó.

¿Bám ke̍ngà Pádiẽ̀ bí?

Ngée, bám ke̍ngà Pádiẽ̀.

UNIT 12

Basic Sentences

-Pogsádà-

yúudè, -yà	given name
¿Yã́m yu̍udè?	(What is) your name?

-Kúlga-

Mam yúud la á Kúlga.	My name is Kulga.

-Pogsádà-

sonddé, -á	family/last name
¿La i sonddé?	And your last name?

-Kúlga-

Kampáoode	Campaore (proper name)
Mam sondd lá á Kámpàoode.	My last name is Campaore.

-Pogsádà-

¿Yã́m yi̍tà yae?	Where are you coming from?

-Kúlga-

Mam yítà Bóboẽ̀.	I am coming from Bobo.

USEFUL PHRASES

¿Yã́m yu̍ud la̍́ á bwẽ?	What is your name?
¿Yã́m sondd lá á bwẽ?	What is your family name?
¿Yã́m yi̍id bee yae?	Where do you live?
¿Yã́m yi̍i téng bug Haute Voltaẽ̀?	What region of Upper Volta do you come from?
¿Yã́m waa dábudè?	When did you arrive?
¿Yã́m waa wákat bugo?	When did you arrive?
¿Ya ándà n wáa záamè?	Who arrived yesterday?
¿Ya ándà n wáa dábitẽ?	Who arrived the day before yesterday?
¿Ya ándà n wáa ká?	Who came here?
¿Ya ándà n wáa bé?	Who came there?

NEW WORDS

ténga, * tĕ́ĕse, * témse	country, region, village
bugo	what, which
dáade, -yá	day, daytime
dabúde	when, what day
wákat	time, hour
ánda, ánna, -dàmbá	who
zaamé	yesterday
dábitĕ	day before yesterday
ká	here
bé	there

GENERAL NOTES

12A pogsádà: pága: dáwa

/pogsádà, -bà/ means 'young woman', 'young human female'. It applies to both married and unmarried women up to about the age of twenty-five. /pága/, 'human female', and /dáwa/, 'human male' apply to all members of the appropriate sex without regard to age.

12B /yítà/: /yíi/

¿Yắm yɨtà yae?
¿Yắm yɨ̀ teng bug Haute Voltaĕ̀?

The imperfective /yítà/ is usually understood to mean very recent departure, e.g., /¿Yắm yɨtà yae?/, 'Where are you coming from?', 'Where have you just arrived from?' The perfective /yíi/ is usually understood to mean origin, e.g., /¿Yắm yɨ̀ teng bug Haute Voltaĕ̀?/, 'What region of Upper Volta do you come from?', 'What is your home region in Upper Volta?'

12C Stem of /ténga/: /témse/

Before the velars (k,g), /m/ is /n/, and as given in Note 3C /n/ is [ŋ] before velar stops. The stem of /ténga/ is /tém-/, as can be seen in the plural /témse/, 'regions', 'villages'.

12D Alternation of Vowel plus Consonant with Long Nasal Vowel.

témse tẽ́ẽse

Stems ending in a vowel plus a nasal consonant (m, n) that are followed by the ending /-se/ have an alternate shape with a long or double nasal vowel and no nasal consonant, e.g., /témse/ has the alternate shape /tẽ́ẽse/ both meaning 'regions', 'villages'.

It is reported that some speakers also have the same type of alternation before /-ga/, e.g., /ténga/ has the alternate shape /tẽ́ẽga/, but the speaker on whose speech these materials are based uses only /ténga/, 'region', 'village'.

12.1 Substitution Drill

M wáa záamè.	I arrived yesterday.
M wáa dábitẽ.	I arrived the day before yesterday.
M wáa yíbeoogã̀.	I arrived this morning.
M wáa dúnda.	I arrived today.
M wáa zaábdã̀.	I arrived this afternoon.
M wáa wíntoogã̀.	I arrived this noon.
M wáa yúngã̀.	I arrived this evening.

12.2 Transformation Drill

Answer the questions according to the cues. Note: Strangers use honorifics.

¿Yã́m yu̍ud lá á bwẽ?
Tónd yu̍ud lá á Sékù.
¿Yã́m sondd lá á bwẽ?
Tónd sondd lá á Weddaoogo.
¿Yã́m yi̍id bee yae?
Tónd yi̍id bee Wágdugẽ̀.
¿Yã́m yi̍i téng bug Haute Voltaẽ̀?
Tónd yi̍i Wáyùgiyẽ.
¿Yã́m waa dábudẽ̀?
Tónd waa záamè.
¿Yã́m waa wákat bugo?
Tónd waa zaábdã̀.

¿Yã́m tumdá bwẽ́?

Tónd ya díplomatè.

¿Ya ándà n wáa záamè?

Ya tónd Ambassadeur waa záamè.

¿Ya ándà n kénga Pádiẽ̀?

Ya Pogsádà Mádia n ke̍ngà Pádiẽ̀.

¿Ya ándà n dágẽ̀ n ya yã́m kadnsambá?

Ya Dáwa Kampáoode dágẽ̀ n ya tónd kadnsambá.

12.3 Substitution Drill

M kútweef sã̆ã̆má mé.	My bicycle won't work.
M móbil sã̆ã̆má mé.	My car has broken down.
M móbil ka̍ bé ká yé.	My car isn't here.
M síd ka̍ bé ká yé.	My husband isn't here.
M síd yu̍ud la á Kúlga.	My husband's name is Kulga.
M bíig yu̍ud la á Kúlga.	My child's name is Kulga.
M bíig dóogà Wágdugẽ̀.	My child was born at Ouagadougou.
M bá doogá Wágdugẽ̀.	My father was born at Ouagadougou.
M bá yítà Wágdugẽ̀.	My father is coming from Ouagadougou.
M zoa yítà Wágdugẽ̀.	My friend is coming from Ouagadougou.

Comprehension Drill 1

Mam yúud la á Kúka la m sondd lá á Wedáoogò. M yá díplomatè. M túmdà Wágdugẽ̀ la m dóogà New Yorkẽ̀.

Questions: Answer the questions as if the information given in the Comprehension Drill pertained to you.

1. ¿Yã́m yu̍ud la̍ á bwẽ̆?

   Mam yúud la á Kúka.

2. ¿La yã́m sondd lá á bwẽ̆?

   Mam sondd lá á Wedáoogò.

3. ¿Yã́m tumdá bwẽ̆ túumà?

   Mam yá díplomatè.

4. ¿Yã́m tumdá yae?

   Mam túmdà Wágdugẽ̀.

5. ¿La yã́m doogá téng bugo?

   M dóogà New Yorkẽ̀.

UNIT 13

Basic Sentences

-Kúlga-

banananá, -dámbà, *bananádàmbá	banana
¿Yã́m koosdá bánana wã wánwana?	For how much do you sell these bananas?

-Pogsádà-

wakídè, -yà	five-franc coin or bill
Bananá wã yá tããb wakídè.	These bananas are three for five francs. These bananas are three for a wakire.

-Kúlga-

bii	be ripe, grown, adult
wae	really; question marker. (see Note 13C).
¿Ub bíi m(é) wae?	Are they really ripe?

-Pogsádà-

Ngée, ub bíi mé.	Yes,they are really ripe.

USEFUL PHRASES

A kóodà pápaidàmbá.	He grows papaya.
A kóodà góayavdàmbá.	He grows guava.
A kóodà mángòdódàmbá.	He grows mango.
Lembúyà lígd yá tóog wúsgo.	The oranges are too expensive.
Síbà lígd yá tóog wúsgo.	The grapes are too expensive.
Táamà lígd yá tóog wúsgo.	The karités are too expensive.
A kóosdà mé.	He sells (it). It is for sale.
A kóodà mé.	He is cultivating. It is being cultivated.
A bútà mé.	He is planting (them). It is being planted.
A búdà mé.	He planted (them) It has been/is planted.

A dáadà mé.	He is buying (it). It is available for purchase.
A dáa mé.	He sold (it). It was sold.

NEW WORDS

pápayà, -dàmbá	papaya
góayavà, -dàmbá	guava
mángòdó, * mángòdódàmbá	mango
lembúdì, -yà	orange
ligdi	money
tóogo, -dó	hard, difficult, strong, painful
síbde, -á	grape
táamà, -sè	karité
kóo	cultivate, weed
mée	build with adobe or mortar
buda	plant
daa	buy, purchase

GENERAL NOTES

13A Noun plus Adjective.

Bánana wã yá tããb wakídè.
Bánana wã yá yímd wakíyà á tããbó.

Adjectives follow their nouns. In the first sentence above, 'These bananas are three for a wakire', /tããb/, 'three', does not modify /wakíde/ since it precedes /wakídè/. In the second sentence above, 'These bananas are one for three wakide', /tããbó/ follows /wakíyà/.

13B ¿Ub bíi m(é) wae?

The vowel of /mé/ often does not occur if there is another word after it. However, almost never would /m/, 'I','me', be confused with /m/, 'somewhere', because the /m/ of /mé/ is always followed by an interrogative adverb such as /wae/ or a conjunction such as /tí/, whereas /m/, 'I', 'me', always precedes a noun or verb or is followed by /la/.

13C /wae/

/wae/ is a question marker which occurs at the end of a sentence and means, 'Is it really true that...?'

13D Alternate Translations of Some Verbs

/A kóosdà mé./
/A dáadà mé.

Some verbs may be translated as active or passive depending on the context. Thus /A kóosdà mé/ may be 'he sells', 'he is selling', or 'it is for sale'. /A dáadà mé/ may be 'he is buying', 'it is being bought', or 'it is available for purchase'.

This is not the only method for expressing the passive in Moré. There is also an 'impersonal they'. The relative clarity in context governs the choice.

/Ub kóosdà lembúya./	They sell oranges. Or: Oranges are sold.

13E Alternation of /i/ and /y/.

A kóodà pápaidàmbá.

Before another vowel /i/ is [y] and is /y/ in this manual, e.g., /pápayà/; but /i/ is [i] as the second member of a diphthong, e.g., /pápaidàmbá/, 'papayas'.

13.1 Substitution Drill

Pápaidàmbá bii la mé.	These papaya are ripe.
Mángòdódàmbá bii la mé.	These mangos are ripe.
Mángòdódàmbá buda mé.	These mangos have been planted.
Táamsà búdà mé.	These karité have been planted.
Táamsà kóosà mé.	These karité have been sold.
Lembúyà kóosà mé.	These oranges have been sold.
Lembúyà lígd yá tóog wúsgo.	The oranges are too expensive.
Síbà lígd yá tóog wúsgo.	These grapes are too expensive.
Síbà kóosdà mé.	These grapes are in salable condition.
Bananádàmbá koosda mé.	These bananas are in salable condition.

13.2 Transformation Drill

Answer the questions, fitting the cues into the questions.

¿Yã́m koosdá bánana wã wánwana?
Bananá wã ya tã́ãb wakídè.

¿Ub bíi mé wae?
Ngée, ub bíi la mé.
¿Ub kóosdà bánandàmbá ká bí?
Áyò, ub ká kóosd bánàndámb ka̍ yé?
¿Ub búdà pápaydàmb bí?
Ngée, ub búdà pápaydàmbá.
¿Yã́m yi̍i teng bug Ámèdikẽ́?
Tónd yi̍i New Yorkẽ̀.
¿Yã́m waa Wágdugẽ̀ dábudé?
Tónd waa Wágdugẽ̀ záamè.
¿Ya ándà n wáa zaame,
Yá Dáwa Smith n waa záamè.
¿Yã́m yi̍id bee yae?
Tónd yi̍id bee Washingtonẽ̀.
¿Yã́m yu̍ud lá á bwẽ?
Tónd yu̍ud la a John Jones.
¿M vwátuudã̀ máanagà mé bí?
Áyò, yã́m vwa̍tuudã̀ ká máanagà yé.

13.3 Transformation Drill

Answer the questions, fitting the cues into the questions.

¿Lembúdã̀ bíi m(é) wae?
Áyò, a'ká bíi yé.
¿A wáa m(é) wae?
Ngée, a wáa la mé.
¿Yã́m boondá wã́ tí bwẽ́?
Tónd boondá wã́ tí taama.
¿Yã́m wumá mé bí?
Ngée, m wúmà mé.
¿Yã́m ke̍ndà yae?
Tónd ke̍ndà Padíẽ̀.
¿Yã́m maandá bwẽ?
M yá kádèmbíiga.
¿Logtódyi̍id bee yae?
Logtódyi̍id bee bé.
¿Yá sídà?
Ngée, yá sídà.

¿M bóè bée yae?
    Yã́m bo̍è bee dáagẽ̀.
¿Kúmba wã dá bii m(é) wae?
    Áyò, ub ká ká bíi yé.

Comprehension Drill 1

Pogsádà Elízabet tada pápai néede.
A kóosda b la á yí wakídè.
A pápaidàmbá bíi wúsgo.

Questions:

1. ¿Pogsádà Elizabet tada bwẽ?
    A tádà pápai néede.
2. ¿A pápaidàmbá ya néed bí?
    Ngée, ub yá néede.
3. ¿A kóosdà b la wánwana?
    A kóosda b la á yí wakídè.
4. ¿A pápaidàmbá bíi mé bí?
    Ngée, ub bíi wúsgo.

13F Alternation of /-ã̀/ and /-à/.

Táamsà búdà mé.
Lembúyà kóosà mé.
M pága waa mé.

In Note 1E it was shown that final vowels of most words are elided, and in Note 6D /-ã̀/ was given as the definite suffix for nouns. After a consonant /-ã̀/ often is an oral vowel, i.e., /-à/. This is most readily apparent in nouns that don't end in /-a/, such as /táamsè/, 'karités', vs. /táamsà/, 'these karités', as in the first sentence above, 'These karités have (already) been planted'; but it is also apparent in /Lembúyà kóosà mé/, 'These oranges have been sold', because 'The oranges have been sold', is /Lembúii koosa mé/. Nouns preceded by possessive pronouns also have /-à/ or occasionally the alternate form /-ã̀/, e.g., the third sentence above, 'My wife has arrived', literally 'That wife of mine has arrived'.

UNIT 14

Basic Sentences: Kulga still at the market

-Kúlga-

díkà	take
M nã́ã n di̍k ub la mé.	I'll take them.
Ad wákiyà tããb déndà.	Here are fifteen francs. Here are three wakires.

-Pogsádà-

lénga, * lémse	matabiche, tip, gratuity something extra given as an incentive to buy
Adé i lénga.	Here's something extra for you.

-Kúlga-

púusà	greet, salute, show honor or respect
bádkà	thanks, blessing
M púusdà yã́m bádkà.	Thank you very much.
Wénã̀m	God
Wénã̀ kṍ d béoogo.	Good bye. (May God give us tomorrow.)

-Pogsádà-

Wénã̀ kṍ d béoogo.	Good bye.

USEFUL PHRASES

I bádkà.	Thank you.
Naabá	You're welcome
I kábdè.	Excuse me.
Áyò, ká búm yé.	I beg your pardon. Don't mention it. It's nothing.
¿Yã́m tõ̍ẽ m peká fút bí?	Can you do washing?
¿Yã́m tõ̍ẽ n depasá fút bí?	Can you do ironing?
¿Yã́m tõ̍ẽ m maaná díib bí?	Do you know how to cook?

NEW WORDS

kábdè	excuse, pardon
tṍõgà	be(come) master of; be capable of, be able to, can
peka	wash
fúugu, -tú	cloth; (pl.) clothes
dépasà	iron
díibo	food

SUPPLEMENTARY VOCABULARY

píig la á yimbdé	11
píig la á yiibú	12
píig la á tããbó	13
píig la á naasé	14
píig la á nú	15
píig la á yoobé	16
píig la á yopoe	17
píig la á níì	18
píig la á wae	19
písì	20
písì la á yimbdé	21

GENERAL NOTES

14A Saying Thanks.

I bádkà

Naabá

M púusdà yã́m ba̍dkà

The usual way of saying, 'Thank you' is /I bádkà/, and the response is /Naabá/. One can say /I bádk wu̍sgo/, 'Thank you very much', but if one wishes to be especially polite, one can say /M púusdà yã́m ba̍dkà/, 'I greet/honor your thanks/blessing.'

14B I kábdè

Áyò, ká búm yé.

To excuse oneself for a social blunder such as stepping on another person's foot or bumping into another person, one says /I kábdè/, 'Excuse me', and the response is /Áyò, ká búm yé./. To ask another person to move out of the way so one can pass, one also says /I kábdè/, but usually there is no verbal response in this case. To interrupt someone, one also says /I kábdè/ plus an appropriate greeting. The response will usually be /Waé yã́/, 'Come (in)', or /Kẽ́ẽ yã́/, 'Enter', plus an appropriate greeting.

14C /toẽ n/ plus another verb

/toẽ/ is an auxilliary verb like /nãã/ in Unit 6. All auxilliary verbs end in nasal vowels. All are followed by /n/ and another verb in its perfective form. (See Unit 26.)

/¿Yã́m tṍẽ n peka fút bí?/	Can you do washing?
/Mam wáa mé balá, n nãã n gés yãm./	I just came to see you.

14.1 Substitution Drill

M tádà wákii píig la á yimbdé.
M tádà wákii píig la á yiibú.
M tádà wákii píig la á tããbó.
M tádà wákii píig la á naasé.
M tádà wákii píig la á nú.
M tádà wákii píig la á yoobé.
M tádà wákii píig la á yopoe.
M tádà wákii píig la á níì.
M tádà wákii píig la á wae.
M tádà wákii písì.

14.2 Substitution Drill

A sã́ãmà a fúugù.	He tore his clothes.
A sã́ãmà túumde.	He bungled the job.
A sã́ãmà díibo.	He ruined the food.
M máanà díibo.	I fixed the food.
M máanà fútù.	I made the clothes.
Bám nã́ã n daa fútù.	They are going to buy some clothes.
Bám nã́ã n daa kútweefò.	They are going to buy a bicycle.
Ub nã́ m maanga kútweefò.	They have just repaired the bicycle.
Ub nã́ m maanga d vwátuudã̀.	They have just repaired our car.
Péke yã́ d vwátuudã̀.	Wash our car please.

14.3 Transformation Drill

¿Yã́m tõ̍ẽ m kengá yíbeooga bí?
    Ngée, m tṍẽ m kengá.
¿Yã́m tõ̍ẽ n depasá fút bí?
    Áyò, m ká tṍẽ n depas fút yé.
¿A tádà wákii písi bí?
    Áyò, a ká tád wa̍kii pís yé.
¿Ub nã́ã n di̍k ub la me?
    Ngée, ub nã́ã n di̍k ub la mé.
¿Yã́m da̍ daa bwẽ?
    N dá daa lémbuyà.
¿A dá tumda bwẽ.
    A dá butá kúmba.
¿Yã́m di̍k ub la mé bí?
    Áyò, m ká di̍k ub yé.
¿Yã́m da̍ boadá bóè bí?
    Ngée, m dá boadá bóè.
¿Ya ándà n wáa zaamé?
    Yá m bá la m ma wáa zaamé.
¿Yã́m ke̍ngà yae dúnda?
    M kéngà dáagẽ̀ dúnda.

14D The past tense marker /da/

/¿A dá tumda bwẽ?/

/Dá/, preceded by a subject, marks the past tense. It has no other function. Past tense verbs, however, have a variety of translations into English depending on the possible verbal endings. Some of these are:

/A tuma mé./	He worked.
/A dá tuma mé./	He had worked.
/A tumda mé./	He is working.
/A dá tumda me.../	He was working...

The possible combinations of /dá/ plus a verb are treated in Units 23 through 25.

Comprehension Drill 1

Dáwa Sékù díkà bánana á nú, kúmb píig, lembúyà á yoobe, la mángòdódàmbá á tãã. Pogsádà Elizabet sṹũd yí noog wúsgo, t(í) a kṍ Dáwa Sékù lénga.

Questions:

1. ¿Dáwa Sékù díkà bánana á nú bí?
   Ngée, a díkà bánana á nú.
2. ¿Dáwa Sékù díkà bánana wã́na?
   A díkà bánana á nú.
3. ¿Dáwa Sékù díkà kúmb píig bí?
   Ngée, a díkà kúmb píiga.
4. ¿Dáwa Sékù díkà kúmb wã́na?
   A díkà kúmb píiga.
5. ¿Dáwa Sékù díkà lémbui á yoobe.
   Ngée, a díkà lémbui á yoobe.
6. ¿Dáwa Sékù díkà lémbui wã́na?
   A díkà lémbui á yoobe.
7. ¿Dáwa Sékù díkà mángòdó á tãã bí?
   Ngée, a díkà mángòdó á tããbó.
8. ¿Dáwa Sékù díkà mángòdó wã́na?
   A díkà mángòdó á tããbó.
9. ¿Pogsada Elizabet sṹũd yí noog bí?
   Ngée, a sṹũd yí noog wúsgo.

UNIT 15

Basic Sentences

-Kúlga-

taksí, -dàmbá	taxi
sóo	own, possess
Taksí soabà!	Chauffeur!
dálgà	want; require; intend; about to
ótel, -dàmbá	hotel
M dátẽ n kengá ótelẽ̀.	I want to go to a hotel.

-Taksísoabà-

¿Ótel bugo?	Which hotel?

-Kúlga-

Indépendance Hôtelẽ̀.	Independence Hotel.

-Taksísoabà-

valízè, -dàmbá	suitcase, valise
¿Yã́m tadá válizdám wã́na?	How many suitcases do you have?

-Kúlga-

Mam tádà válizdámb á yiibú.	I have two suitcases.
kẽ́ẽsà	put in
púga, -sé	inside, interior
Kẽ́ẽse yá fãã móbila pugẽ.	Put them all in the car.

-Taksísoabà-

bí	after that; well then
kénà	go, travel, walk
Bí d kéne.	O.K., let's go.

(Arriving at the Independence Hotel)

-Kúlga-

¿A lígd yá wã́na?	How much (money) is it?

-Taksísoabà-

Wakíi pís náasè.	200 francs.

-Kúlga-

Adé i lígdi.	Here's your money.

USEFUL PHRASES

Tónd si̍gà m ma yíidè̃.	I'm staying at my mother's.
Tónd si̍gà m bá Jones yíidè̃.	We are staying with our friends the Jones.
Tónd si̍gà Central Hôtelè̃.	We are staying at the Central Hotel.
M básà m téed gádè̃.	I left my things at the station.
M básà m válizdàmbá a silg yíidè̃.	I left my luggage at the airport.
M básà m yíiddàm Dákadè̃.	I left my family in Dakar.
Bám da̍tẽ n kengá mé.	They are about to leave.
Bám da̍tẽ n gusá mé.	They are about to go to bed.
Bám da̍tẽ n yiká mé.	They are about to get up.

NEW WORDS

sígà	descend, come down; stay/put up at
basa	leave, permit, abandon
teogo, * teedo	thing, something; affair
gádè, -dàmbá	station, terminal
gusa	go to bed/sleep
yika	get/stand up; leave

SUPPLEMENTARY VOCABULARY

pístã̀	30
pístã̀ la yímbdè	31
písnaasè	40
písnaas la yimbdé	41
písnu	50
písnu la yimbdé	51
písyoobé	60

písyopoe	70
písnìì	80
píswàe	90
koabgá	100

GENERAL NOTES

15A Verb + Verb Constructions

M dátẽ n kenga otelẽ.

/datẽ/ may occur as the first verb in a verb + verb construction.

/datẽ/ corresponds roughly to the English verb, 'want', including also the idea of immediate action on the desire. Thus /M dátẽ n kenga otelẽ./ may be translated as: 'I want to go to the hotel', or 'I am about to go to the hotel.'

15B Transitivizer /-s/.

Kẽ́ẽse yã́ b fã̍ã móbilà púgẽ̀.

Intransitive verbs such as /kẽ́ẽ/, 'enter', 'come in', can be transitivized by the suffix /-s/, e.g., /kẽ́ẽsà/, 'put in/at', 'make/cause to come in /approach', e.g., the sentence above, 'Put them all in the car', and /M kẽ́ẽsà á la mé/, 'I had him come in.' This is one of several ways of forming causatives in Moré.

15C Location

Kẽ́ẽse yã́ b fãã móbilà púgẽ̀.

The locative suffix /-ẽ̀/, 'in', 'at', is a bit vague. To specify location more exactly, a compound noun with a second element such as /púga/, 'inside', 'interior', is used, as in the sentence above, 'Put them all in(side) the car.' Compare /séaaga, -sé/, 'side', in /Kẽ́ẽse yã́ b fã̍ã móbilã̀séaagẽ̀/, 'Put them all in/at the car-side.'

15D Cohortative: /Bí/.

The cohortative or first person imperative is marked by a short form of the first person plural pronoun /-d/ plus the imperative ending /-è/. /Bí/, 'then', always with the cohortative, e.g., /Bí d kéne/, 'Let's go'. Usually there is no point in translating /Bí/.

With a second person imperative, /Bí/ would not be used the first time, e.g., if someone asked permission to enter but was asked to wait, one would then say /Bí i kẽẽ yã́/, 'Please come in now'. Also if giving a series of commands, one can use /Bí/, 'after that', 'then', with the second and following commands.

15.1 Substitution Drill

Bám tadá válizdàmb á tããbó.	They have three suitcases.
Bám tadá b válizdàmb yíidẽ̀.	They have their suitcases at home.
M básà m válizdàmb yíidẽ̀.	I left my suitcases at home.
M básà m yíiddàm Dákadẽ̀.	I left my family in Dakar.
M básà m pág m ma yíidẽ̀.	I left my wife at my mother's house.
M básà m téed gádẽ̀.	I left my things at the station.
Tónd si̍gà m ma yíidẽ̀.	We are staying at my mother's place.
Tónd si̍gà Wágdugẽ̀.	We are staying in Ouadougou.
Tónd si̍gà m bá Weddáoog yi̍idẽ̀.	We are staying with our friends the Ouedraogo's.
Tónd si̍gà Indépendance Hôtelẽ̀.	We have put up at the Independence Hotel.

15.2 Transformation Drill

¿Yẽ́m si̍gà yae?
        Tónd si̍gà Indépendance Hôtelẽ̀.
¿Yẽ́m da̍tẽ n kengá mé bí?
        Ngée, tónd da̍tẽ n kengá mé.
¿Yẽ́m basá i téed yae?
        Tónd basá id téed gádẽ̀.
¿A dátẽ n gusá mé bí?
        Áyò, a ká da̍tẽ n gus yé,
¿A kẽ́ẽsà téedã̀ yae?
        A kẽ́ẽsà téedã̀ móbilà púgẽ̀.
¿Yẽ́m tadá válizdàm wána?
        Tónd tadá válizdàmb á naasé.

¿Taksíwã̀ kéngà yae?

Taksíwã̀ kéngà a silg yíidẽ̀.

¿Bám da̍tẽ n yiká mé bí?

Ngée, bám da̍tẽ n yiká mé.

¿A sígà Central Hôtelẽ̀ wae?

Ngée, a sígà Central Hôtelẽ̀.

¿A nã́ã n ke̍ngà dúnda bí?

Ngée, a nã́ã n ke̍ngà dúnda.

Comprehension Drill 1

Taksíwã̀dámb da̍tà lígd wúsgo.
Yíbeoogã̀ m zóa Sékù kéngà Indépendance Hôtelẽ̀.
La a kɔ̃́ɔ̃ taksíwã̀ sóab wakíi pístã̀ la yopoe.

Questions:

1. ¿Taksíwã̀dám da̍tà lígd wúsgo bí?
   Ngée, taksíwã̀dám da̍tà lígd wúsgo.
2. ¿Yíbeoogã̀ m zóa Sékù kéngà Indépendance Hôtelẽ̀ bí?
   Ngée, yíbeoogã̀ m zoa Sékù kéngà Indépendance Hôtelẽ̀.
3. ¿A Sékù dátẽ n kengá ótel bugo?
   A dátẽ n kengá Indépendance Hôtelẽ̀.
4. ¿La kɔ̃́ɔ̃ táksiwã̀ sóab wákii wána?
   A kɔ̃́ɔ̃ táksiwã̀ sóab wákii pístã la yopoe.

Comprehension Drill 2

Yíbeoogã̀ yaasá Dáwa Kúk dákà táksì nã́ã n tugɔ̃́ n gés Pogsádà Elizabet.
La a kɔ̃́ɔ̃ táksiwã̀ sóab wákii písì la yímbdè.
Dáwa Kúk ká tád li̍gd wúsgo yé.

Questions:

1. ¿Yíbeoogã̀ Dáwa Kúk díkà táksì bí?
   Ngée, a díkà táksì.
2. ¿Yíbeoogã̀ Dáwa Kúk tugɔ̃́ n gesà Pogsádà Elizabet bí?
   Ngée, yíbeoogã̀ Dáwa Kúk tugɔ̃́ n gésà Pogsada Elizabet.
3. ¿La a kɔ̃́ɔ̃ táksiwã̀ sóab wákii wã́nã?
   A kɔ̃́ɔ̃ taksiwã̀ sóab wákii písì la yímbdè.
4. ¿Dáwa Kúk tádà lígd wúsgo bí?
   Áyò, Dáwa Kúk ká tád lígd wúsgo yé.

INTRODUCTION TO CYCLE TWO

UNITS 16 - 37

Cycle 2 presents the major grammatical points of the language. There are extensive drills relating to every note in this section. These drills are designed to illustrate the possibilities of expression so that the student of Moré can use the language beyond memorized expressions.

With that end in mind, each grammatical point is presented as a repetition drill to illustrate it. The subsequent drills are designed to put the student on his own using the one particular structure. Wherever possible, the sentences of the drills are contextually related to facilitate comprehension and to further clarify the function of the grammatical point. The comprehension drills at the end of each unit represent the greatest student independence that can be written into a course. The student should work through it so carefully that he can retell it in his own good use of Moré.

We believe that any student has only mastered those things which he has used independently. Therefore, the grammatical points and the vocabulary are put to immediate use in the comprehension drills. Difficulty in this last drill of every unit indicates the need for review.

It is fondly hoped that the units of this cycle are so carefully organized that the student will feel free to use all the material in his own conversation once he has mastered it. He should, of course, restrict himself to the lesson material. An unquenchable thirst for knowledge of Moré should lead to 100% mastery per unit followed by advancement to further units. It should not lead to research in a dictionary or request for words from other sources. Too great a burden of supplementary information leads to imperfect mastery of all information. Thorough control of a small amount is the solid foundation to build on.

UNIT 16

Basic Sentences

-John-

Yã́m go̍mdà mé	you speak
¿Yã́m go̍mdà bwẽ́?	What do you speak?
¿Yã́m go̍mdà bwẽ́ góamà?	What languages do you speak?
¿Yã́m go̍mdà bwẽ́ góam yã́m ténga?	What languages do you speak in your country?

-Kúlga-

Tónd go̍mdà mé	we speak
Tónd go̍mdà Mṍõdè.	We speak Moré.
Bámbadande	Bambara
Bámbadande la Sílmìidi	Bambara and Fula
Tónd go̍mdà Mṍõdè, Bámbadande la Sílmìidi.	We speak Moré, Bambara and Fula.

-John-

Yã́m go̍mdà Fídã̀se.	You speak French.
¿Yã́m go̍mdà Fídã̀s mé bí?	Do you also speak French?

-Kúlga-

Ká wúsg ye	not much
M gómdà Fídã̀se.	I speak French.
Ngée, m gómdà Fídã̀se, la ká wúsg ye.	Yes, I speak French but not much.

-John-

¿Yã́m go̍mdà Anglés mé bí?	Do you also speak English?

-Kúlga-

m gómdà Fídã̀se	I speak French
la ká Angles ye	but not English
Áyò, m gómdà Fídã̀se la ká Ángles ye.	No, I speak French but not English.
¿Yã́m zamsá Mṍõd yae?	Where did you learn Moré?

-John-

M zámsà Mṍõd Amédika.	I learned Moré in America.
La m pá gomd Mood wúsg ye.	But I don't speak Moré much.

-Kúlga-

Yám go̍mda Mṍõd needé!	You speak Moré well!

-John-

nédà	person
Yã́m ya né sungo	You are a nice person.
Yã́m ya né sung wúsgo.	You are a very nice person.

16.1A Repetition Drill

Practice: A feature of tone

Directions: All of the following words are like /gésà/ of Unit 9.

Yám ge̍sa mé.	You saw.
Tónd go̍mdà mé.	We speak.
A díkà mé.	He took.
Ub kéndà mé.	They are going.
m yíidì	my house
Yám ko̍otà mé.	You beg.
A dátà mé.	She wants.
¿Yám yu̍udè?	Your name?
Tónd yi̍ta mé.	We are leaving.

16.1B Repetition Drill

Practice: Tonal feature.

Directions: All of the following words are like /waa/ of Unit 9.

Yám boondá mé.	You are calling.
A bóondà mé.	He is calling.
Tónd koosdá mé.	We sell.
A kóosdà mé.	She sells.
Yám sããmá mé.	You had an accident.
M sã́ãmà mé.	I had an accident.
Tónd wumá mé.	We understand.
Ub wúmà mé.	They understand.

Yám zamsá mé.	You taught, learned.
Mam zámsà mé.	I taught, learned.
Tónd mii mé.	We know.
A míi mé.	He knows.
Tónd logtódè.	Our doctor.
Mam lógtòdé.	My doctor.

16.1C Note: tones

All Moré words belong to either one of two tone classes: the high class or the low class. Moré function words (conjunctions, tense markers, noun markers) have one vowel sequence and consequently one tone. Lexical words (nouns and verbs) have two vowel sequences: the stem vowel(s) and the ending vowel(s). The tone class is part of the stem-vowel sequence.

The following notations are used in this text:

/ˊ/ high pitch
/ˋ/ low pitch
/ˈ/ mid pitch

The tone class will not be marked in this text. The pitch variations as described below are marked:

The low class

After low pitch, a low class word sounds high. After high pitch, a low class word sounds low.

/Ub wúmà mé./ - They understand.
/Tónd wuma mé./ - We understand.

The high class

After low pitch, a high class word sounds high. After high pitch, a high class word sounds high, level with the previous high pitch.

/Ámadu gésà mé./ - Amadu saw.
/Ub gésà mé./ - They saw.

The distinction between high-class and low class is evident after high pitch but not after low pitch.

The mid tone

In some positions in the sentence, words of two vowel sequences are shortened to one vowel sequence. The second sequence is lost. This vowel loss alters pitch occurence in the phrase under the following conditions only:

1. If the shortened word originally had the pitches high plus low,

2. If the next word, immediately following the shortened word, belongs to the high tone class,

3. then the second high is slightly lower than the first high.

/yấmbà/ - you /gésà/ - saw
/Yấm ge̍sà mé./ - You saw.

16.1D Substitution Drill

Cue	Response
Yấm ge̍sà mé.	Yấm ge̍sà mé.
a	A gésà mé.
yíidì	a yíidì
tónd	tónd yi̍idè
díkà mé	Tónd di̍kà mé.
ub	Ub díkà mé.
kóotà mé	Ub kóotà mé.
kéndà mé	Ub kéndà mé
mam	Mam kéndà mé.
gómdà mé	Mam gómdà mé.
dátà mé	Mam dátà mé.
yấm	Yấm da̍tà mé.
yúudè	Yấm yu̍udè
gómdà mé	Yấm go̍mdà mé.
gésà mé	Yấm ge̍sa mé.

16.1E Substitution Drill

Practice: Tonal features in random order.

Cue	Response
Yấm ge̍sà mé.	Yấm ge̍sà mé.
boondá me	Yấm boondá mé.
mam	Mam bóondà mé.
dátà	Mam dátà mé.
tónd	Tónd da̍tà mé.
koosdá mé	Tónd koosdá mé.
ub	Ub kóosdà mé.
díkà mé	Ub díkà mé.

Yã́m	Yã́m di̍kà mé.
maandá mé	Yã́m maandá mé.
a	A máandà mé.
kéngà mé	A kéngà mé.
tónd	Tónd ke̍ngà mé.
sããmá mé	Tónd sããmá mé.
mam	Mam sã́ãmà mé.
yíidì	mam yíidì
yã́m	yã́m yi̍idi
wumá mé	Yám wumá mé.
ub	Ub wúmà mé.
yítà mé	Ub yítà mé.
tónd	Tónd yi̍ta mé.
zamsá mé	Tónd zamsá mé.
a	A zámsà mé.
gésà mé	A gésà mé.
yã́m	Yã́m ge̍sa mé.

16.2A Repetition Drill

Illustration: Short forms of nouns

¿Yã́m go̍mdà mé bí?	Are you talking?
¿Yã́m go̍mdà Mɔ̃́ɔ̃d bí?	Do you speak Moré?
Ngée, mam gómdà Mɔ̃́ɔ̃dè.	Yes, I speak Moré.
¿Yã́m di̍kà lémbùd bí?	Did you take the orange?
¿Yã́m di̍kà mé bí?	Did you take it?
Ngée, m díkà lembúdè.	Yes, I took the orange.
¿Yã́m ke̍ngà mé bí?	Did you go?
¿Yã́m ke̍ngà Fídã̀s bí?	Did you go to France?
Ngée, m kéngà Fídã̀se.	Yes, I went to France.
Yã́m zamsá Mɔ̃́ɔ̃d a Kúlg bí?	Did you teach Moré to Kulga?
Ngée, m zámsà Mɔ̃́ɔ̃d a Kúlgà.	Yes, I taught Moré to Kulga.

16.2B Note: Lexical Words, long and short forms.

Nouns and verbs have long and short forms just as pronouns do. (See Unit 1.) The long form of nouns and verbs has two vowel sequences; the short form, has only one.

/gómdà/ - speaks, long form

/gómd/ - speaks, short form

The position in the sentence of long and short forms is the same for nouns, verbs and pronouns. Short forms indicate close connection between themselves and a following word. Short forms never end a phrase. Short forms always signal 'more to come'.

Short form positions are the following:

1. Subject in subject verb phrase,
    /A Kúka/ - proper name
    /A Kúk gómdà Mɔ̃́ɔ̃dè./ - Kuka speaks Moré.
2. First noun of noun noun phrase,
    /Mɔ̃ɔ̃dé/ - Moré language
    /M zámsà Mɔ̃́ɔ̃d Amédikà./ - I learned Moré in America.
3. Between the /ká/ and /ye/ of negative sentences,
    /gómdà/ /Mɔ̃ɔ̃dé/ /wúsgo/
    /M pá gómd Mɔ̃́ɔ̃d wúsg ye./ - I don't speak much Moré.
4. Between the /sã́/ and /wã/ of conditional sentences (See Unit 22).
5. After the conjunction /la/ (See Unit 17.),
6. Nouns followed by question markers,
    /¿Yã́m zamsá Mɔ̃́ɔ̃d yae?/ - Where did you learn Moré?
    /¿Yã́m go̍mdà Mɔ̃́ɔ̃d bí?/ - Do you speak Moré?

The realization of the short form may be either loss of vowel or metathesis. /wúsg-/ and /wúsog/ are alternate pronunciations of the same short form.

16.2C Response Drill

Practice: Vowel occurrence.

Directions: Answer the questions affirmatively.

Cue	Response
¿Yã́m go̍mdà Mɔ̃́ɔ̃d bí?	Ngée, m gómdà Mɔ̃́ɔ̃dè.
¿A Sékù gómdà Anglés bí?	Ngée, a gómdà anglésì.
¿A Kúk kéngà Fídã̀s bí?	Ngée, a kéngà fídã̀sẽ.
¿Yã́m ke̍ngà Ámèdik bí?	Ngée, mam kéngà Amédikà.
¿Ub díkà lémbùd bí?	Ngée, ub díkà lembúdè.
¿Ub díkà lígd bí?	Ngée, ub díkà lígdì.
¿A Kúk sã́ã̃mà kútwèef bí?	Ngée, a sã́ã̃mà kutwéefɔ̃̀.
¿Ub yítà Fídã̀s bí?	Ngée, ub yítà Fídã̀sẽ.

Cue	Response
¿Yã́m koosdá bánàn bí?	Ngée, m kóosdà banánã.
¿Yã́m da̍tà lémbùd bí?	Ngée, m dátà lembúde.

16.2D Transformation Response Drill

Practice: Vowel occurrence in questions and statements.

Directions: The instructor makes a statement. A student changes it to a question, and another student answers it.

Cue	Student A	Student B
Mam díkà lígdì.	¿Yã́m di̍kà lígd bí?	Ngée, mam díkà lígdì.
Mam díkà lembúdè.	¿Yã́m di̍kà lembúd i?	Ngée, mam díkà lembúde.
Mam kéngà Amédikà.	¿Yã́m ke̍ngà Ámedik bí?	Ngée, mam kéngà Amédikà.
Mam kéngà Fidã́sẽ.	¿Yã́m ke̍ngà Fidã̀s bí?	Ngée, mam kéngà Fidã́sẽ.
Mam gómdà Mɔ̃́ɔ̃dè.	¿Yã́m go̍mdà Mɔ̃́ɔ̃d bí?	Ngée, mam gómdà Mɔ̃ɔ̃dè.
Mam gómdà Anglésì.	¿Yã́m go̍mdà Ángles bí?	Ngée, mam gómdà Anglésì.
Mam wáa Wágdùgu.	¿Yã́m waa Wágdùg bí?	Ngée, mam wáa Wágdògu.
Mam kóosdà kúmbà.	¿Yã́m koosdá kúmb bí?	Ngée, mam kóosdà kúmbà.
Mam yṹũd lá Ku̍ká.	¿Yã́m yũ̍ũd lá Ku̍k bí?	Ngée, mam yṹũd lá Ku̍ká.
Mam sã́ãmà kutwéefò.	¿Yã́m sããma kútwèef bí?	Ngée, mam sã́ãmà kutwéefò.
Mam yítà Wágdùgú.	¿Yã́m yi̍tà Wágdùg bí?	Ngée, mam yítà Wágdùgú.
Mam dátà pápàye.	¿Yã́m da̍tà pápài bí?	Ngée, mam dátà pápàye.
Mam gésà móbilì.	¿Yã́m ge̍sà móbil bí?	Ngée, mam gésà móbilì.
Mam zámsà Mɔ̃́ɔ̃dè.	¿Yã́m zamsá Mɔ̃́ɔ̃d bí?	Ngée, mam zámsà Mɔ̃́ɔ̃dè.

Comprehension Drill 1

A Jóhn ká gómd Mɔ̃ɔ̃d yé; a Kúlg ká gómd Ànglés yé.

A Jóhn zamsdá a Kúlg Anglésì ti a Kúlg zámsdà a John Mɔ̃́ɔ̃dè.

Questions:

1. ¿A John gómdà Mɔ̃́ɔ̃d bí?
   Ngée, a John gómdà Mɔ̃́ɔ̃dè la ká wúsg ye.
2. ¿A Kúlg gómdà Ánglès bí?
   Áyò, a Kúlg ká gómd Anglés ye.
3. ¿A John zamsdá a Kúlg bwẽ?
   A John zamsdá a Kúlg Ánglèsi.
4. ¿La a Kúlg zámsdà a John bwẽ?
   A Kúlg zámsdà a John Mɔ̃́ɔ̃dè.

Comprehension Drill 2

A John waa Wágdùgu la a ká gómd Silmíid wúsg ye. A John né a Kúlg zámsdà Bámbadandè. La a Kúlg zámsdà Dáwa John Silmíidì.

Questions:

1. ¿Dáwa John waa Wágdùg bí?

   Ngée, a wáa mé.

2. ¿La a gómdà Sílmìid wúsg bí?

   Áyò, Dáwa John ká gómd Silmíid wúsg yè.

3. ¿A Jóhn né a Kúlg zámsdà Bámbadand bí?

   Ngée, ub zámsdà Bámbadandè.

4. ¿La a Kúlg zámsdà Dáwa John Mõõd bí?

   Ngée, a zámsdà á la mé Mṍõdè.

UNIT 17

Basic Sentences: Seku has a new job. Kuka talks to him about it.

-Kúka-

Yã́m tumdá mé.	You work
Yã́m tumdá wúsgo.	You work a lot.
Yã́m tumdá wúsgò mwásã̀.	You work a lot now.
¿Yã́m tumdá wúsgo mwásã̀ bí?	Do you work a lot now?

-Sékù-

Áyò.	No.
Áyò, m túmdà mé.	No, I work.
Áyò, m túmdà bílfù.	No, I work a little.
M pákdà mé.	I open up
la m págdẽ̀.	and I close
M pákdà mé la m págd budó.	I open and I close the office.

-Kúka-

ɔ̃hɔ̃́ɔ̃	Ah ha!
ɔ̃hɔ̃́ɔ̃, dé podẽ́	Ah ha! then
Ɔ̃hɔ̃́ɔ̃, dé podẽ́ yã́m kelgdá mé.	Ah ha! Then you listen
Ɔ̃hɔ̃́ɔ̃, dé podẽ́ yã́m kelgdá dádìo,	Ah ha! Then you listen to the radio,
la i kádmdẽ̀	and you read
la i kádmd sebdé.	and you read the paper.

-Sékù-

¿La yã́m yẽ́?	And you?
¿I déemdà mé?	Do you have a good time?
¿I déemdà wúsgo?	You enjoy yourself a lot?
¿I déemdà wúsgo dád fã?	Do you have a good time everyday?
¿I déemdà wúsgo dád fã bí?	Do you have a good time very/all day?

-Kúka-

ngée	yes
Ngée, la m túmdà mé.	Yes, but I also work.

17.1A Repetition Drill

Illustration: Review of tones. All of the following words are like /waa/ of Unit 1.

Yắm waa mé.	You arrived
A wáa mé.	He arrived
tónd tenga	our country
m ténga	my country
yắm doogó	your house
ub doogó	their house
Tónd deemdá mé.	We are having a good time.
A déemdà mé.	He is have a good time.
yắm ligdí	your money
ub lígdi	their money
tónd lengá	our gift
m lénga	my gift
Yắm zamsá mé.	You learned.
A zámsà mé.	He learned.
Yắm pagdá mé.	You open.
A págdà mé.	She opens.
tónd kadnsaambá	our teacher
ub kádǹsaambá	their teacher
Yắm koosdá mé.	You sell.
M kóosdà mé.	I am selling.
Tónd wumá mé.	We understand.
M wúmà mé.	I understand.
Yắm yeelá mé.	You spoke.
A yéelà mé.	She spoke.
Tónd boondá mé.	We are calling.
A bóondà mé.	She/he is calling.

17.1B Note:

All of the nouns and verbs of this unit are low class. The first vowel or the stem vowel of all of them sounds very low in contrast to the high pronouns /yắm/ and /tónd/. The stem vowels sound high in contrast to the low pronouns /ub/, /m/ and /a/.

17.1C Substitution Drill

Practice: Tonal feature.

Cue	Response
Yã́m waa mé.	Yã́m waa mé.
a	a wáa mé
tenga	a ténga
tond	tónd tenga
doogo	tónd doogó
ub	ub dóogo
ligdi	ub lígdi
yã́m	yã́m ligdí
wumá mé	yã́m wumá mé
mam	mam wúmà mé
kóosdà mé.	mam kóosdà mé.
tónd	tónd koosdá mé
koambá	tónd koambá
a	a koambá
bóondà mé	a bóondà mé
yã́m	yã́m boondá mé
kadensaambá	yã́m kàdensaambá
a	a kádènsàambá
zámsà mé	a zámsà mé
tónd	tónd zamsá mé
yeelá mé	tónd yeelá mé
yã́m	yã́m yeelá mé
waa me	yã́m waa mé

17.1D Substitution Drill

Practice: High and low tone classes in contrast.

Cue	Response
Tónd boondá mé.	Tónd boondá mé.
gomda me	Tónd gòmdà mé.
a	A gómdà mé.
koambá	a koámbà
yã́m	yã́m koambá
yíidi	yã́m yiidí
mam	mam yíidi

lígdi	mam lídgi
tónd	tónd ligdí
díkà mé	Tónd di̍kà mé.
ub	Ub díkà mé.
wúmà mé	Ub wúmà mé.
yã́m	Yã́m wumá mé.
yúudè	yã́m yuudé
mam	mam yúudè
doogó	mam dóogo
Tónd	Tónd doogó
kéndà mé	Tónd ke̍ndà mé
a	a kéndà mé
bóondà mé	a bóondà mé
Yã́m	Yã́m boondá mé.

17.2A Repetition Drill

Illustration: Verb Inflection, the Present Tense

Tónd tumdá wúsgo.	We work a lot.
M pákdà búdò dád fã.	I open the office every day.
A kélgdà dádìo.	He is listening to the radio.
M déemdà mé.	I am having a good time.
Ub wátà mé.	They are arriving.
Yã́m gómdà Mṍõdè.	You speak Moré.
A yítà mwásã̀.	He is leaving now.
¿Yã́m boondá wã tí bwẽ?	What do you call this?
M zámsdà Mṍõdè.	I am learning Moré.
A kóotà búmu.	She is asking for something.
M dátà sébdè.	I want a paper.
Ub yítà Wágdùgú.	They are leaving Ouagadougou.

17.2B Note: Verb stem + /d/ +/a/

1. This is the imperfective form of the verb. Its parts can be analyzed as follows:

góm	+	d (or t)	+	a
verb stem	+	imperfective marker	+	final vowel

2. Verb stem + /d/ + /a/ means that the action of the verb has not been completed or that it is usually in progress.

3. /d/ marks aspect, i.e. imperfective. The ending /a/ indicates the long form of the verb.

4. Verb stem + /d/ + /a/ has no tense marker. It functions as present tense.

5. The notes of Units 3 and 9 give additional information.

17.2C Response Drill

Practice: The imperfective form of the verb.

Directions: The student answers the questions affirmatively.

Cue	Response
¿Yã́m tumdá wúsg bí?	Ngée, m túmdà wúsgò.
¿Yã́m gȯmdà mṍõd bí?	Ngée, m gómdà Mṍõdè.
¿A Sékù kélgdà dádiò dád fã̀ bí?	Ngée, a kélgdà dádiò dád fã̀.
¿A Sékù kádmdà sébd dád fã́ bí?	Ngée, a kádmdà sébd dád fã̀.
¿Yã́m zamsdá wúsg bí?	Ngée, m zámsdà wúsgò.
¿Ub págdà búdò dád fã̀ bí?	Ngée, ub págdà búdò dád fã̀.
¿Ub déemdà wúsg bí?	Ngée, ub déembà wúsgò.
¿Ub kóosdà lémbùya bí?	Ngée, ub kóosdà lémbùyã.
¿Yã́m wumdá Mṍõd bí?	Ngée, m wúmdà Mṍõdè.
¿A kóotà búm bí?	Ngée, a kóotà búmu.
¿A dátà lígd bí?	Ngée, a dátà lígdì.
¿Ub yítà Fídã̀s bí?	Ngée, ub yítà Fidã́sẽ.

17.3A Repetition Drill

Illustration: The short form after /la/.

Man pákdà mé la m págd budó.	I open and I close the office.
Yã́m kelgdá dádìo la i kádmd sebdé.	You listen to the radio and read the paper.
Tónd gȯmdà mé la id wúmd Mõõdé.	We speak and understand Moré.
A wúmdà mé la a kádmd Fidãsé.	He understands and reads French.
Ub déemdà mé la ub túmdẽ̀.	They have a good time and they work.

17.3B Note: Verb forms after /la/.

1. After the connector, /la/, the following verb forms occur:
   stem + /d/ + /ẽ/.
   stem + /d/.
2. /La/ + verb stem + /d/ + /ẽ/ marks the end of the sentence.
   Ub déemdà mé la ub tumdẽ.
   The obligatory complement /me/ does not occur here.
3. /La/ + verb stem + /d/ indicates that the verb does not end the sentence.
   M pákdà mé la m págd budó.

Comprehension Drill

Dáwa Ámadu né Dáwa Sékù túmdà wúsgo ámbassadẽ̀. Ub kélgdà dádìo la ub kádmd sébà. Dáwa Sékù gómdà dád fãã né a zóa Ámadù. Ub túmdà ya néedè. Ub ká déemd wúsg ye. A Ámadù yéelà mé tí á sũũd ya nóogò né a túmdã̀.

Questions:

1. ¿Dáwa Ámadu né Dawa Sékù túmdà wúsg bí?
   Ngée, ub túmdà wúsg ámbasadẽ̀.
2. ¿Ub máandà bwẽ?
   Ub kélgdà dádió la ub kádmd sébà.
3. ¿Dáwa Sékù gómdà dád fã né a Ámadu bí?
   Ngée, a gómdà dád fã né a Ámadu.
4. ¿Ub túm yá need bí?
   Ngée,ub túm yá neede.
5. ¿La ùb déemdà mé bí?
   Áyò, ub ká déemd wúsg yé.
6. A Ámadu yéelà mé yí a sũũd yá nóog né a túmdà bí?
   Ngée, a yéelà mé tí a sũũd yá noogo né a túmdã̀.

UNIT 18

Basic Sentences: Kuka has decided to go hunting.

-Séku-

yã́m ke̍ngdà...	you are going...
yã́m ke̍ngdà tã́õsgò	you are going hunting
yã́m ke̍ngdà tã́õsgò béoogò	you are going hunting tomorrow
¿Yã́m ke̍ngdà tã́õsgò béoog bí?	Are you going hunting tomorrow?

-Kúka-

Áyò	No.
ká kéngd ye	not going
m ká kéngd ye	I am not going
M ká kéngd be̍oog ye; m kéngdà zaábdã̀.	I'm not going tomorrow; I am going this evening.

-Séku-

Áhà! zaábdã̀!	Oh! this evening!

-Kúka-

ngée, m lóogdà mé	yes, I am leaving
m lóogdà píndà	I am leaving early
Ngée, m lóogdà zaábdà píndà.	Yes, I am leaving early this evening.

-Séku-

yã́m di̍kdà mé	you are taking
¿Yã́m di̍kdà tídẽ̀ bí?	Are you taking the train?
¿Yã́m di̍kdà tídẽ̀ bí, bí móbilì?	Are you taking the train or the car?

-Kúka-

M díkdà tídẽ̀.	I am taking the train.
m námsdà mé	I get tired
M námsdà móbilẽ̀.	I get tired driving.

GENERAL NOTES

18A Aspect

All the verbs of this unit are imperfective. They end in /-d/ or /-da/. They refer to imminent or habitual activity. The verbs of Unit 16 referred to action in progress. None of the verbs ending in /-da/ or /-ta/ refer to completed action. This is the present tense.

18B Tone Class

All the verbs presented in this unit are high class.

18C Metathesis

The short form of words ending in /-o/ and of words containing a cluster of three consonants before the final vowel often sounds like an inversion of final consonant and final vowel.

long form	short form
/wúsgò/	*/wúsòg/
/tã́õsgò/	*/tã́õsòg/
/kéngdà/	*/kéngàd/

18.1A Repetition Drill

Illustration: Negative contrasted to affirmative statements

Yã́m pakdá búdò.	You open the office.
Yã́m ka̍ pákd budo yé.	You don't open the office.
Tónd kelgdá dádìo.	We listen to the radio.
Tónd ka̍ kélgd dadio yé.	We don't listen to the radio.
Yã́m tumdá wúsgò.	You work a lot.
Yã́m ka̍ túmd wusg yé.	You don't work very much.
Tónd koosdá lembúyà.	We sell oranges.
Tónd ka̍ kóosd lembúy ye.	We do not sell oranges.
A gómdà Mṍõdè.	He speaks Moré.
A ká gómd Mõõd yé.	He doesn't speak Moré.
Ub lóogdà píndà.	They are leaving early.
Ub ká lóogd pind yé.	They don't leave early.
Mam díkdà móbilì.	I am taking the car.
Mam ká díkd mobil yé.	I'm not taking the car.

18.1B Note: Negation

Negation is marked in the following ways:

1. /ká...ye/ or /pá...ye/
2. vowel loss
3. tone sequence

1. /ká/ or /pá/ occurs after the subject. /ye/ ends the sentence.

2. All words occuring between /ká/ or /pá/ and /ye/ are short forms except for borrowed words like /budó/.

3. The first word after /ká/ or /pá/ sounds high and is followed by a sharp drop. The onset of the drop occurs at the end of the above mentioned high word.

18.1C Transformation Drill

Practice: Affirmative and negative statements.

Directions: The instructor will take Role A and the student Role B; then vice versa.

Role A	Role B
Tónd ke̍ndà béoogò.	Tónd ka̍ kénd beoog yé.
M kéndà tã́õsgò.	M ká kénd tãõsg yé.
Ub lóogdà píndà.	Ub ká lóogd pind yé.
Yã́m di̍kdà tídẽ̀.	Yã́m ka̍ díkd tidẽ yé.
Yã́m pakdá búdò.	Yã́m ka̍ pákd budo yé.
A kélgdà dádiò.	A ká kélgd dadio yé.
A gómdà Mṍõdè.	A ká gómd Mõõd yé.
Tónd tumdá wúsgò.	Tónd ka̍ túmd wusg yé.
Tónd kadmdá sébdè.	Tónd ka̍ kádmd sebd yé.
Tónd koosdá sĩ́bà.	Tónd ka̍ kóosd sĩb yé.
M tádà sébdè.	M ká tád sebd yé.

18.1D Response Drill

Practice: Using negative statements in a controlled conversation.

Directions: The student will deny the instructor's statement.

Cue	Response
M págdà búdò dád fãã.	Áyò, yã́m ka̍ págd budo dád fã yé.
Tónd pakdá búdò dád fãã.	Áyò, yã́m ka̍ pákd budo dád fã yé.
Ub kélgdà dádìo.	Áyò, ub ká kélgd dadio yé.

Cue	Response
Ub kélgdà dádiò dád fãã.	Áyò, ub ká kélgd dadio dád fã yé.
Mam gómdà Mṍõdè.	Áyò, yã́m ka̍ gómd Mõõd yé.
Mam gómdà wúsgò.	Áyò, yã́m ka̍ gómd wusg yé.
Tónd tumdá bílfù.	Áyò, yã́m ka̍ túmd bilf yé.
Ub kádmdà sébdè.	Áyò, ub ká kádmd sebd yé.
M lóogdà beóogò.	Áyò, yã́m ka̍ lóogd beoog yé.
M lóogdà béoog yi̍beoogò.	Áyò, yã́m ka̍ lóogd beoog yibeoog yé.
Tónd ke̍ndà tã́õsgò.	Áyò, yã́m ka̍ kénd tãõsg yé.
Ub lóogdà píndà.	Áyò, ub ká lóogd pind yé.
Tónd di̍kdà móbilì.	Áyò, yã́m ka̍ díkd mobil yé.

18.2A Repetition Drill

Illustration: Noun Inflection.

M déemdà zaábdã̀.	I'm having fun this evening.
M ká déemd zaábdà yé.	I'm not having fun this evening.
M déemdà zaábdè.	I enjoy myself in the evening.
M ká déemd zaábd ye.	I don't usually enjoy myself in the evening.
Ub túmdà yíbeoogã̀.	They are working this morning.
Ub ká túmd yibeooga yé.	They are not working this morning.
Ub túmdà yíbeoogò.	They work in the morning.
Ub ká túmd yibeoog yé.	They don't work in the morning.
Yã́m kadmdá sébdã̀.	You are reading that paper.
¿Yã́m kadmdá sébdà bí?	Are you reading that paper/book?
Yã́m kadmdá sébdè.	You are reading a book.
Yã́m ka̍ kádmd sébd ye.	You are not reading a book/document.
Ub kélgdà dádìowã.	They are listening to that radio.
¿Ub kélgdà dádìowa bí?	Are they listening to that radio?
Ub kélgdà dádìo.	They are listening to the radio.
Ub págdà búdòwã.	They are closing this office.
Mam námsdà mobílẽ̀.	I get tired in a car.
Mam ká námsd mobílẽ̀ yé.	I don't get tired in a car.
Mam díkdà móbilì.	I take a car. I go by car.
¿Yã́m di̍kdà móbìl bí?	Do you go by car?
Ub túmdà búdòẽ.	They work in an office.
Ub pákdà búdò.	They are opening an office.

Ub ká túmd budoẽ yé.	They don't work in an office.
Ub kéndà téngà.	They walk on the ground.
Ub ká kénd teng yé.	They are not walking on the ground.
Ub kéndà ub tengẽ.	They are going to their country.
Ub ká kénd ub tengẽ yé.	They are not going to their country.

18.2B Note: Noun Inflection

1. The citation or dictionary form of a Moré noun usually ends in an oral vowel.

zaábdè - evening
sebde - a paper

2. The demonstrative ending is a nasal vowel, as is the locative ending.

zaábdã̀ - this evening
sebdã - that paper

3. In a negative sentence and in a question with /bí/, this noun appears without final vowel.

M ká déemd zaábd ye.	I don't have a good time evenings.
¿Yãm kadmdá sébd bí?	Are you reading a paper?

4. In a negative sentence and in a question with /bí/, the demonstrative appears without nasalization.

M ká déemd zaábdà yé.	I am not having a good time this evening.
¿Yãm kadmdá sébdà bí?	Are you reading this paper?

5. Words borrowed from French do not have changes in the final vowel. The demonstrative endings are added to the entire word.

dadío - a radio
dadíowã̀ - that radio
budó - an office
budówã̀ - the office

6. The locative ending /ẽ/ undergoes no changes.

18.2C Response Drill

Practice: Noun Inflection in statements.

Directions: The student answers the questions either negatively or affirmatively. Both answers are recorded.

Instructor	Student
¿Yã́m deemdá zaábdà bí?	Ngée, m déemdà zaábdã̀.
	Áyò, m ká déemd zaábdà yé.
¿Yã́m deemdá zaábd bí?	Ngée, m déemdà zaábdè.
	Áyò, m ká déemd zaábd yé.
¿Ub túmdà yíbeoogà bí?	Ngée, ub túmdà yíbeoogã̀.
	Áyò, ub ká túmd yibéoogà yé.
¿Ub túmdà yíbeoog bí?	Ngée, ub túmdà yíbeoogò.
	Áyò, ub ká túmd yibéoog yé.
¿Ub kádmdà sébd bí?	Ngée, ub kádmdà sébde.
	Áyò, ub ká kádmd sebd yé.
¿Yã́m kelgdá dádìo bí?	Ngée, m kélgdà dádiò.
	Áyò, m ká kelgd dadíò yé.
¿Ub págdà búdò bí?	Ngee, ub págdà búdò.
	Áyò, ub ká pádg budó yé.
¿Ub kádmdà séebdã̀ bí?	Ngée, ub kádmdà séebdã̀.
	Áyò, ub ká kádmd séebdà yé.

18.2D Transformation Response Drill

Practice: Noun Inflection in questions.

Directions: The instructor makes a statement. A student turns it into a question. Another student answers it. Only 'student A' has been recorded.

Instructor	Student A	Student B
M déemdà zaábdã̀.	¿Yã́m deemdá zaábdà bí?	Ngée, m déemdà zaábdã̀.
		Áyò, m ká déemd zaábdà yé.
M déemdà zaábdè.	¿Yã́m deemdá zaábd bí?	Ngée, m déemdà zaábdè.
		Áyò, m ká déemd zaábd yé.
Ub túmdà yíbeoogò.	¿Ub túmdà yíbeoog bí?	Ngée, ub túmdà yíbeoogò.
		Áyò, ub ká túmd yibéoog yé.
Yã̀m kadmdá sébdã̀.	¿Yã́m kadmdá sébdà bí?	Ngée, m kádmdà sébdã̀.
		Áyò, m ká kadmd sebdá yé.

Instructor	Student A	Student B
Yã́m kadmdá sébdè.	¿Yã́m kadmdá sébd bí?	Ngée, m kádmdà sébdè. Áyò, m ká kádmd sebd yé.
Ub kélgdà dádìowã.	¿Ub kélgdà dádiowa bí?	Ngée, ub kélgdà dádìowã. Áyò, ub ká dadio wa ye.
Ub kélgdà dádìo bí.	¿Ub kélgdà dádìo bí?	Ngée, ub kélgdà dádio. Áyò, ub ká kélgd dadió̀ yé.
Ub págdà búdòwã.	¿Ub págdà búdòwa bí?	Ngée, ub págdà búdòwã. Áyò, ub ka pagd búdowa yé.
Ub págdà búdò.	¿Ub págdà búdò bí?	Ngée, ub págdà búdò. Áyò, ub ká págd budó yé.

18.2E Response Exercise

Practice: Affirmative and negative patterns, noun inflections in conversation.

Directions: The student denies the instructor's assertion and submits another idea.

Instructor	Suggestions for Student
A Sékù kéndà tãõsg zaábdã̀.	Áyò, a ká kénd tãõsg zaábdà yé. . A kéndà béoogò.
A kéndà a Sablógò.	Áyò, a ká kénd a Sablóg yé. A kéndà Ábigeã̀.
A lóogdà muásã̀.	Áyò, a ká loógd muásã̀ yé. A lóogdà béoogò.
A díkdà tídẽ̀.	Áyò, a ká díkd tidẽ yé. A díkda móbilì.
A námsdà móbilẽ̀.	Áyò, a ká námsd móbilẽ̀. A námsdà tídẽ̀.

18.3A Response Drill

Practice: Use of /bí, bí/, 'or'.

Directions: The student rejects the first choice and accepts the second.

Instructor	Student
¿Yã́m kéndà né tídẽ̀ bí, bí mobílì?	Áyò, m ká kénd né tídẽ̀ yé, m kéndà né mobílì.

Instructor	Student
¿Yã́m tumdá mé bí, bí deemdá mé?	Áyò, m ká túmd ye, m déemdà mé.
¿Yã́m kelgdá mé bí. bí kadmdá mé?	Áyò, m ká kélgd mé, m kádmdà mé.
¿Yã́m go̍mdà Mɔ̃́ɔ̃d bí, bí Fídã̀se?	Áyò, m ká go̍md Mɔ̃ɔ̃d yé, m gómdà Fídã̀se.
¿Yã́m ke̍ngdà zákẽ̀ bí, bí budóẽ̀?	Áyò, m ká kéngd zakẽ yé, m kéngdà búdòẽ.
¿Yã́m pagdá mɔ́bil bí, bí budó?	Áyò, m ká págd mobíl yé, m págdà búdò.
¿Yã́m kelgdá dádiò bí, bí deemdá mé?	Áyò, m ká kélgd dadíò yé, m déemdà mé.
¿Yã́m di̍kdà móbil bí, bí tidẽ́?	Áyò, m ká díkd mobil yé, m díkdà tídẽ̀.

18.4A Comprehension: New Words for Repetition.

a Sablógò	name of a forest
bugdaogó	rifle
díibo	food

A Kúk né mam kéndà tã́ɔ̃sgo a Sablógẽ̀. Tónd loogdá zaábdã̀ la ká pínd ye. Tónd di̍kdà búgdaògó la díibo. A Kúk págà kéngdà né tónd. A lóogdà búdò pind wúsgo. M págà ká kéngd ye. A ká déemd tãɔ̃sgẽ yé.

Questions:

1. ¿A Kúk né mam kéndà tãɔ̃sg bí?
2. ¿Tónd ke̍ndà á Sablóg bí?
3. ¿Tónd ke̍ndà Ámèdik bí?
4. ¿Tónd loogdá zaábdã̀ bí?
5. ¿Tónd loogdá béoog bí?
6. ¿Tónd loogdá pind bí?
7. ¿Tónd di̍kdà búgdàog bí?
8. ¿Tónd di̍kdà díibo bí?
9. ¿Tónd di̍kdà bwẽ?
10. ¿A Kúk pagà kéndà mé bí?
11. ¿A lóogdà búdò pind bí?
12. ¿M págà kéndà mé bí?
13. ¿A déemdà tãɔ̃sgẽ bí?

Answers to Questions:

1. Ngée, a Kúk né mam kéngdà tãõsgo.
2. Ngée, tónd ke̍ngdà a Sablógò.
3. Áyò, tónd ka̍ kéngd Ámèdik yé.
4. Ngée, tónd loogdá zaábdã̀.
5. Áyò, tónd ka̍ lóogd beoog yé.
6. Áyò, tónd ka̍ lóogd pind yé.
7. Ngée, tónd di̍kdà búgdàogó.
8. Ngée, tónd di̍kdà díibo.
9. Tónd di̍kdà búgdàog la díibo.
10. Ngée, a Kúk págà kéngdà mé.
11. Ngée, a lóogdà búdò pind wúsgo.
12. Áyò, yã́m pa̍gà ká ke̍ngd ye.
13. Áyò, a ká déemd tãõsgẽ yé.

UNIT 19

Basic Sentences: Seku tells Kuka that he just heard the news broadcast.

-Kúka-

¿Yã́m kelgá dádìo dabúdè?	When did you listen to the radio?

-Sékù-

Dúnda.	Today.

-Kúka-

ya kíbaesè	It's the news.
¿Ya kíbaes bwẽ́?	What news is there?
n lá a kṍ ạ yã́	and it gave it to you
¿Ya kíbaes bwẽ́ n lá a kṍ á yã́?	What news did it give?

-Sékù-

tí nasad silgá lui Dakad	that a plane fell in Dakar
Dakád né Marseilles	Dakar and Marseilles
Dakád né Marseilles súkà	between Dakar and Marseilles
A yéelà mé tí nasad silgá lui Dákàd né Marseilles súkà.	It said that a plane crashed between Dakar and Marseilles.

-Kúka-

m wúmà mé	I understand
M ká wúm ye!	I didn't know that!

-Sékù-

la nébà	but the people
pooglgã́ mé	hurt
La néb ká póoglg ye.	But the people weren't hurt.
Bató fã́ãgà mé	a boat saved
Batṍõ̀ fã́ãg nébã̀.	The boat saved the people.

-Kúka-

Yá súmà.	That's good.

-Sékù-

Ub wáa Dákad.	They arrived in Dakar.
Ub wáa Dákad zaamé.	They arrived in Dakar yesterday.

19.1A Repetition Drill

Illustration: Verb form and meaning.

A fã́ãgà nébã̀.	He saved the people. (The people are saved.)
A kádmà sébdã̀.	He read the document. (The document has been studied.)
Tónd waa Dákàd.	We arrived in Dakar. (We are in Dakar.)
M wúmà sébdã̀.	We understand the document. (The process of trying to comprehend has been completed.
Néb poglgá mé.	They people are hurt. (Have come to be hurt.)
Mam námsà mwásã̀.	I'm tired. (I got tired.)

19.1B Note: The perfective form of the verb is used as the simple past tense.

19.1C Response Drill

Practice: Use of simple past tense.

Directions: The student answers the following questions either negatively or affirmatively to familiarize himself with the forms of the past. All the sentences are related contextually to facilitate comprehension.

Instructor	Student
¿Avion lui zaam bí?	Ngée, avion lui zaamé. Áyò, avion ká lúi ye.
¿Néb pooglga mé bí?	Ngée, néb pooglga mé. Áyò, néb ká póoglg ye.
¿Ub fã́ãgà néba fã́ã bi?	Ngée, ub fã́ãgà nébã̀ fã́ã. Áyò, ub ká fã́ãg nebã fã́ã yé.
¿Dádio yeelá fã́ã bí?	Ngée, dádio yeelá fãã. Áyò, dádio ká yéel fã ye.
¿Nébã̀ waa Dákad bí?	Ngée, nébã̀ waa Dákàd. Áyò, nébã̀ ká wáa Dákàd yé.

Instructor	Student
¿Dáwa Kúk wáa Dákàd zaam bí?	Ngée, Dáwa Kúk wáa Dákàd zaamé.
	Áyò, Dáwa Kúk ká wá Dákàd zaam yé.
¿Yã́m waa laafí bí?	Ngée, m wáa laafí.
	Áyò, m ká wá laafí yé.
¿Yã́m wumá mam bí?	Ngée, m wúmà yã́m.
	Áyò, m ká wúm yã́m ye.
¿Yã́m kelgá kíbaes bí?	Ngée, m kélgà kíbàese.
	Áyò, m ká kélg kibáes yé.

19.1D Response Exercise

Practice: Sentence construction using the simple past tense.

Directions: The student answers the questions as he chooses. The questions are contextually related to facilitate comprehension.

¿Dáwa Kúk kéngà yae?
¿A díkà tídẽ̀ bí, bí avion?
¿A lóogà né tidẽ bí, bí avion?
¿A lóogà dábudè?
¿Avión waa mé bí?
¿Avión lui mé bí?
¿Avión lui yae?
¿Bató fã́ãgà Dáwa Kúk bí?
¿Bwẽ́ fã́ãg Dáwa Kúka?
¿Dáwa Kúk pooglgá mé bí?
¿A námsà mé bí?
¿Dádio yeelá mé tí avión lui mé bí?
¿Dádio yeelá bwẽ́?
¿Yã́m kelga kíbàes bí?

19.2A Repetition Drill

Verbs whose imperfective form is -ta.

Nasad silga lui me.	The airplane fell.
Yã́m luitá mé.	You are falling.
A yíi Fídã̀se.	She left France.
Tónd yi̍tà Fídã̀se.	We are leaving France.
M gósà mé.	I asked.

M gótà mé.	I am asking.
Dádio kṍõ kibáesè.	The radio gave the news.
Dádio kṍtà kibáesè.	The radio is giving the news.

19.2B Note: Imperfective in -ta. See Note 9C.

19.2C Transformation Drill

Practice: Imperfective endings in -da and -ta.

Directions: The instructor gives the perfective form of a verb. The student repeats the verb in the imperfective form. Then vice versa.

Role A	Role B
Nasad silga lui mé.	Nasad silga luita mé.
M túmà mé.	M túmdà mé.
A wáa mé.	A wátà mé.
A Kúk námsà mé.	A Kúk námsdà mé.
Ub yíi Wagdugu.	Ub yítà Wágdugu.
A Sékù díkà tídẽ̀.	A Sékù díkdà tídẽ̀.
M gósà mé.	M gótà mé.
A kóosà lembúyã̀.	A kóosdà lembúyã̀.
Dádio kṍõ kibáesè.	Dádio kṍntà kibáesè.
A Sékù gómà wúsgo.	A Sékù gómdà wúsgo.
Tónd kadmá Mṍõdè.	Tónd kadmdá Mṍõdè.

19.2D Transformation Response Drill

Practice: Contrast of perfective form to imperfective form.

Directions: The instructor makes a statement about what 'Kuka' has done. One student shows surprise at this news and inquires whether 'Kuka' does this every day. Another student answers. All sentences are related contextually to facilitate comprehension and to illustrate the use of the tense.

Instructor	Student A	Student B
A Kúk díkà díib dúnda.	Õhõõ! A díkà díib dúnda!	
	¿A díkdà díib dád fã bí?	Ngée, a díkdà díib dád fãã.

Instructor	Student A	Student B
A díkà búgdàogó.	Ʊhʊ̃ʊ̃! A díkà búgdaògo!	
	¿A díkdà búgdàog dád fã bí?	Ngée, a díkdà búgdàogò dád fãã.
A kéngà tã́ʊ̃sgò.	Ʊhʊ̃ʊ̃! A kéngà tã́ʊ̃sgò!	
	¿A kéndà tã́ʊ̃sg dád fã bí?	Ngée, a kéndà tã́ʊ̃sg dád. fãã.
A lóogà né móbilì.	Ʊhʊ̃ʊ̃! A lóogà né móbilì!	
	¿A lóogdà né móbil dád fã bí?	Ngée, a lóogdà né móbil dád fãã.
A kéngà a Sablógo.	Ʊhoo! A kéngà a Sablógo.	
	¿A kéndà a Sablóg dád fã bí?	Ngée, a kéndà a Sablóg dád fãã.
A lúi tengẽ.	Ʊhʊ̃ʊ̃! A lúi tengẽ!	
	¿A luítà téngẽ̀ dád fã bí?	Ngée, a luítà téngẽ̀ dád fãã.
A yíì a Sablóg pindà.	Ʊhʊ̃ʊ̃! A yíì a Sablóg pindá!	
	¿A yítà a Sablóg pind dád fã bí?	Ngée, a yítà a Sablóg pind dád fãã.

19.3A Repetition Drill

Illustration: Inverse word order. The second sentence of each of the following pairs means the same thing as the first.

1.	¿A kʊ̃́ʊ̃ bwẽ kíbaesè?	What news did he give?
2.	¿Yá kíbaes bwẽ la a kʊ̃́ á yã?	What was the news that he gave?

1.	M díkdà móbilì.	I'm taking the car.
2.	Yá móbil la m díkdà.	It's the car that I'm taking.

1.	Ub kéngà tã́ʊ̃sgò.	They went hunting.
2.	Ya tã́ʊ̃sgo la ub kéngẽ̀.	It was hunting that they went.

1. Ub wáa Dákad.	They arrived in Dakar.
2. Ya Dákad lá ub wáẽ̀.	It was in Dakar that they arrived.
1. Id túmà zaamé.	We worked yesterday.
2. Ya záamè la id túmẽ̀.	It was yesterday that we worked.
1. Id ká túm zaam yé.	We didn't work yesterday.
2. Ká zaam la id túm yé.	It wasn't yesterday that we worked.
1. M kéngà a Sablógo.	I went to Sablogo.
2. Ká a Sablóg la m kéng ye.	It wasn't Sablogo that I went to.

19.3B Note: Inverse Word Order

1. The second sentence of each pair has the same denotative meaning as the first.

2. The first sentence of each pair has the usual Moré word order. Therefore it is matter of fact, unaccented. This word order is subject - verb - object or complement.

subject	verb	object
A	kṍɔ̃	bwẽ̀ kíbaesè
M	díkdà	móbillì

3. In the second sentence, the complement precedes the main verb. In this way the speaker has drawn attention to it.

4. The grammatical mechanism for accenting the complement is the following:

/ya/ introduces the complement of an affirmative sentence.
/ka/ introduces the complement of a negative sentence.
/la/ introduces the subject and verb.

¿Ya kíbaes bwẽ la kṍ ã́ yã?
Ká móbil la m díkd ye.

19.3C Transformation Drill

Practice: Inverse word order and normal word order.

Directions: The instructor gives a sentence with emphatic word order. The student repeats the sentence using bland word order. After the entire exercise has been completed, student and instructor switch roles.

Role A	Role B
¿Yá kíbàes, lá á kṍ yã́?	¿A kṍõ bwẽ kibáesè?
Yá móbil, lá m dík yã́.	M díkà móbilì.
Ya tã́õsgò, lá b kéng yã́.	Ub kéngà tãõsgo.
Ya Dákàd, lá b wa yã́.	Ub wáa Dákàd.
Ya záam, lá d tum yã́.	Id túmà záamè.
Ya Mṍõd, lá m góm yã́.	M gómà Mṍõdè.
Yá dádio, lá a kelg yã́.	A kélgà dádiò.
Yá sébd, lá d kadm yã́.	Id kádmà sébdè.
Yá nébã̀, lá b fã̃ãg yã́.	Ub fã́ãgà nébã̀.
Ya dád fã lá m tumdá.	M túmdà dád fã.
¿Ya bwẽ́ lá i gómdà?	¿Yã́m gòmdà bwẽ́?
Ya Mṍõd, lá m wumdá.	M wúmdà Mṍõdè.

19.3D Transformation Drill

Practice: Emphatic word order in negative sentences.

Directions: Like 19.3C.

Role A	Role B
Ká záam lá d tum yé.	Id ká túm zaam yé.
Ká Bóbo lá m kéng yé.	M ká kéng Bobo yé.
Ká a Sablóg lá b wa yé.	Ub ká wá a Sablóg yé.
Ká Mṍõd lá m gómd yé.	M ká gómd Mõõd yé.
Ká móbil lá i dík yé.	Yã́m ká dík mobíl yé.
Ká pind lá i lóog yé.	Yã́m ká lóog pind yé.
Ká záabdà la b kéngd yè.	Ub ká kéngd zaabdã yé.
Ká móbilẽ̀ lá b námsd yé.	Ub námsdà móbilẽ̀.
Ká dádio lá á kelgd yé.	A ká kélgd dadio yé.
Ká sébdã̀ lá a kadmd yé.	A ká kádmà sébdã̀ yé.
Ká nébã̀ lá i fã̃ãg yé.	Yã́m ká fã́ãg nébã̀ yé.
Ká Silmíid lá m wúmd yé.	M ká wúmd Silmíid yé.

19.3E Transformation Response Drill

Practice: Use of emphatic word order in conversation.

Directions: The instructor asks a question involving a choice. The student indicates a strong perference for the first item and rejects the second.

Instructor	Student
¿Yã́m di̍kdà tídẽ̀ bí, bí móbilì?	Yá tídẽ la m díkdà. M ká díkd mób̀il yé.
¿Yã́m go̍mdà Mõõd bí, bí Anglésì?	Yá Mõõd la m gómdà. M ká gómdà Ánglès yé.
¿Ub wáa Ámèdik bí, bí Haute Volta?	Yá Ámèdik la b wá yã. Ub ká wá Haute Volta yé.
¿A túmà búdoẽ̀ bí, bí tengẽ?	Yá búdoẽ̀ la a túm yã. A ká túm tengẽ yé.
¿Yã́m waa né bató bí, bí né silga?	Ya né bató lá m wa yã. M ká wá né silgá yé.
¿A Sékù kóosdà síbã̀ bí, bí lembúyã̀?	Yá síbà la a kóosdà. A ká kóosd lembúy yé.
¿Yã́m da̍tà bánan bí, bí papáyà?	Yá bánan lá m dátà. M ká da̍t papa̍y yé.
¿Yã́m ge̍sdà a Kúk bí, bí a Sékù?	Yá a Kúk lá m gésdà. M ká gésd a Sékù yé.
¿Ub sã́ãma ku̍tweef bí, bí móbilì?	Yá kútweef lá b sã́ãm yã. Ub ká sã́ãm mobíl yé.
¿A tádà zákà bí, bí ótel?	Yá zák lá a tádà. A ká tád ótel yé.
¿A yíì Fídã̀s bí, bí Ámèdika?	Ya Fídãs lá a yí yã. A ká yí Ámèdik yé.

19.3F Transformation Response Drill

Practice: Emphatic negative word order.

Directions: The instructor asks a question involving a choice. The student emphatically rejects the first item and accepts the second.

Instructor	Student
¿Yã́m di̍kdà tídẽ bí, bí móbilì?	Ká tídẽ lá m díkd yé. M díkdà móbilì.

Instructor	Student
¿A lóogà záabd bí, bí yíbeoogã̀?	Ká záabd lá a lóog yé. A lóogà yíbeoogã̀.
¿Ub túmdà zákẽ̀ bí, bí búdoẽ̀?	Ká zákẽ̀ lá b tumd yé. Ub túmdà búdoẽ̀.
¿Ub táa dúnda bí, bí zaamé?	Ká dúnd lá b ta yé. Ub táa záamè.
¿Ub wáa Dákàd bí, bí Marseilles?	Ká Dákàd lá b wa yé. Ub wáa Marseilles.
¿A Sékù zámsà Mṍõd bí, bí Silmíidi?	Ká Mṍõd lá a zams yé. A zámsà Silmíidi.
¿Yã́m wumda Fídã̀s bí, bí Ánglèsi?	Ká Fídã̀s la m wumd yé. M wúmdà Anglésì.
¿Silgá lóogà dúnda bí, bí zaamé?	Ká dúnd lá a loog yé. A lóogà záamè.
¿Yã́m da̍tà lémbuyà bí, bí síbã̀?	Ká lémbuy lá m`dát yé. M dátà síbã̀.
¿A kóosdà bánan bí, bí pápayà?	Ká bánan lá a kóosd yé. A kóosdà pápayà.

19.4A Repetition

M kṍẽ á la mé.	I gave it.
M kṍẽ á la sébdã̀.	I gave her the paper.
M kṍõ yãm.	I gave you.
M kṍõ yã́m se̍bdã̀.	I gave you the paper.
Ub kṍõ íd la mé.	They gave us.
Ub kṍõ íd la sébdã̀.	They gave us the paper.
Ub kṍõ tond.	They gave us.
Ub kṍõ tónd se̍bdã̀.	They gave us the paper.
Yã́m kõõ ub la mé.	You gave them.
Yã́m kṍõ ub la sébdã̀.	You gave them the paper.
Yã́m kõõ bam.	You gave them.
Yã́m kõõ bám se̍bdã̀.	You gave them the paper.
A kṍõ m la mé.	He gave me.
A kṍõ m la sébdã̀.	He gave me the paper.
A kṍõ mam.	She gave me.
A kṍõ mám se̍bdã̀.	She gave me the paper.

M kṍẽ á la a Kúka.	I gave it to Kuka.
M kṍẽ a la a Kúka sébdã̀.	I gave Kuka the paper.
M kṍẽ a la a nébã̀.	I gave it to the people.
M kṍõ nébã̀ sébdã̀.	I gave the people the paper.
M kṍẽ a Kúka sébdã̀.	I gave Kuka the paper.

19.4B Notes

In Note 4D it was shown that /o/ before another vowel is often /w/. The /õõ/ of /kṍõ/is /ṍẽ/ or /wẽ́/ before /a/, e.g., /M kṍõ á la mé/ is /M kṍẽ á la mé/ or /M kwẽ́ á la mé/, 'I gave it'. In this manual /õõ/ before another vowel is written /õẽ/, though the speaker may vary between /õẽ/ and /wẽ/.

19.5A Comprehension Drill 1

Dáwa Kúk kéngà Dákàd zaamé né nasad silgá. La dádio yeelá yíbeoogã̀ tí nasad silgã́ lui Dákad né Abigẽ́ã̀ súkà. La Dáwa Kúk póoglg wúsg yé. Batṍõ fã́ãgà á la mé.

Questions:

1. ¿Dáwa Kúk kéngà yae?
   A kéngà Dákàd záamè.
2. ¿A kéngà Dákàd záamè né bwẽ?
   A kéngà né nasadsilgá.
   La dádio yeelá yíbeoogã̀ tí nasadsilgá lui mé.
3. ¿La dádio yeelá mé tí nasadsilgá lui yae?
   A yéelà mé tí a lui Dakad né Abigẽ́ã̀súkã̀.
4. ¿Dáwa Kúk póoglgà mé bí?
   Ngée, a póoglgà bílf balá, batṍõ fã́ãgà.

19.5B Comprehension Drill II

Dáwa Kúk lóogdà Bóbò dúnda. A kéngdà né Dáwa Tembil móbilã̀. A ká kéngd né tídẽ̀ yé. Dáwa Kúk yéelà mé tí a ká nã́ã n dík tídẽ̀ yé.

Questions II

1. ¿Dáwa Kúk lóogdà yae dúnda?
   A lóogdà Bóbò dúnda.
2. ¿A kéngdà né bwẽ?
   A kéngdà né Dáwa Tembil móbilã̀.
3. ¿A ká kéngd né tídẽ̀ la?
   Áyò, a yéelà mé tí a ká nã́ã n dík tídẽ̀ yé.

UNIT 20

Basic Sentences 1

	-Kúka-	
¿Álò, yá logtód bí?		Hello is this the doctor?
	-Pága Pókò-	
Áyò, ya mám.		No, it's me.
	-Kúka-	
¿Ya ándà?		Who is that?
	-Pága Pókò-	
Ya mám a Pókò. ¿Ya wã́nã?		I'm Poko. What can I do for you?
	-Kúka-	
M dátẽ n gómà ne logtódè.		I want to talk to the doctor.
	-Pága Pókò-	
Ntó.		O.K.
yaasé yã́		wait
yaasé yã́ tí m bóola.		wait while I call him
Yaasé yã́ tí m bóolã̀ n kṍe yã.		Wait while I call him for you.
	-Kúka-	
Í badká.		Thank you.
	-Pókò-	
Í badká.		You're welcome.

Basic Sentences 2

	-Pága Pókò-	
¿Yã́m mĩĩ a Pául bí?		Do you know Paul?

-Dáwa Tembila-

ngée	yes
m tẽ́dà mé	I think
tí a ya tãmétã̀	that he is a mason
Ngée, m tẽ́dà mé tí a ya tãmétã̀.	Yes, I think he's a mason.

-Pága Pókò-

Áyò, a ya dáagà sóabà.	No, he's the administrator of the market.
A ya wók wùsgo.	He is very tall.

-Dáwa Tembila-

Ʊhṍõ̀! m mĩ́ĩ á la mé.	Oh! I know him.
A ya lígd soab mẽ.	He is also rich.
A tádà zák bédde.	He has a big house.
Wágdùg téngsukà.	In the center of Ouagadougou.
A tádà zák bedde Wágdùg téng sukà.	He has a big house in the center of Ouagadougou.

-Pága Pókò-

Ya sídà.	That's true.
A tádà yéelè	He has something to say
A tádà yéelẽ̀ n dátẽ n góm né yã́m.	He wants to talk to you.

GENERAL NOTES

20A Stative Verbs

The verbs /tada/, /mĩĩ/, /ya/ and /bee/ have no distinction between the perfective and imperfective aspects. Their endings never change. They always occur as they are listed above. Because these verbs do not refer to any activity, but rather to a state of being, they will be called stative verbs.

20B Notice

/Ya súmà./ - That is good.

/A ya súmà./ - He is good.

20.1A Repetition Drill

Illustration: Commands.

Waé yã́ túuma béoogò.	Come to work tomorrow.
Yaasé yã́ bílfù.	Wait a moment.
Boolé yã́ n kṍ mã́m.	Call him for me.
Gomé yã́ bílfbilfù.	Speak slowly.
Kõné yã mám.	Give it to me.
Kelgé yã́ mám.	Listen to me.
Da díki yã́ dádìowa yé.	Don't take the radio.
Da sã́ãme yã́ kút wèefa yé.	Don't wreck the bicycle.
Da kṍe yã́ lígdà yé.	Don't give him the money.
¿M yáas bí?	Should I wait?
¿M wá túmà béoog bí?	Shall I come to work tomorrow?
¿M máan bwẽ?	What should I do?

20.1B Note: Commands

1. The command form of the verb is stem + /é/or stem + /d/ + /é/.
2. /yã́/ is a form of the pronoun /yã́mbà/. It is a post verbal subject.
3. Thus formal affirmative commands are:

/Kelgé yã́./	Listen.
/Góme yã́./	Speak.
/Kelgdé yã́./	Continue listening.
/Gómde yã́./	Continue speaking.

4. The negative command is marked by /dá...yé/. This marker influences the pitch in the same way that /ká...yé/ does.

/Da góme yã́ yé./	Don't speak.
/Da gómde yã́ yé./	Don't go on talking.

20.1C Response Drill

Practice: Commands.

Directions: This drill should be done twice. The instructor asks the student for an order. The first time through the exercise the student gives the order affirmatively; the second time through, negatively.

Instructor	Student
¿M yáas bí?	Ngée, yaasé yã́. Áyò, da yaasé yã́ yé.
¿M góm né a Paul bí?	Ngée, góme yã́ né a Paul. Áyò, da góme yã́ né a Paul yé.

Instructor	Student
¿M déem bí?	Ngée, deemé yã́.
	Áyò, da deemé yã́ yé.
¿M wá túmà béoog bí?	Ngée, waé yã́ túma béoogò.
	Áyò, da wáe yã́ túm béoog yé.
¿M pak búdò bí?	Ngée, paké yã́ búdò.
	Áyò, da paké yã́ búdò yé.
¿M loog mwásà bí?	Ngée, loogé yã́ mwásã̀.
	Áyò, da loogé yã́ mwásà yé.
¿M kẽ́ bí?	Ngée, kẽ́ẽ yã́.
	Áyò, da kẽ́ yã́ yé.
¿M kẽ́s válìzdámbà bí?	Ngée, kẽ́se yã́ válìzdámbà.
	Áyò, da kẽ́se yã́ válìzdámbà yé.
¿M kadm sébdã̀ bí?	Ngée, kadmé yã́ sébdã̀.
	Áyò, da kadmé yã́ sébdà yé.
¿M dík ligda bí?	Ngée, díke yã́ lígdã̀.
	Áyò, da díke yã́ lígda yé.
¿M bool a Paul bí?	Ngée, boolé yã́ a Paul.
	Áyò, da boolé yã́ a Paul yé.

20.1D Transformation Response Drill

Practice: Commands and questions which elicit commands.

Directions: The instructor says that some one is doing something. Student A asks Student B if he should do this thing. Student B gives Student A a command - negative or affirmative.

Instructor	Student A	Student B
A yáasdà bílfù.	¿M yáas bilf bí?	Ngée, yaasé yã́ bilfù.
		Áyò, da yaasé yã́ yé.
A díkdà lígdã̀.	¿M dík ligda bí?	Ngee, díke yã́ lígdã̀.
		Áyò, da díke yã́ lígda yé.
M díkà kúmbã̀.	¿M dík kúmbà bí?	Ngée, díke yã́ kúmbã̀.
		Áyò, da díke yã́ kúmba yé.
Ub págdà dóogã̀.	¿Id pág doogá bí?	Ngée, pagé yã́ doogã́.
		Áyò, da pagé yã́ doogá yé.
Tónd kelgdá dádìo.	¿Id kélg dádìo bí?	Ngée, kelgé yã́ dáìo.
		Áyò, da kelgé yã́ dádio yé.
A kóosdà móbilã̀.	¿M kóos móbilà bí?	Ngée, koosé yã́ móbilã̀.
		Áyò, da koosé yã́ móbilà yé.

Instructor	Student A	Student B
A bóondà a Paul.	¿M bóol a Paul bí?	Ngée, boolé yã́ a Paul. Áyò, dá boolé yã́ a Paul yé.
A gómdà né a Paul.	¿M góm né a Paul bí?	Ngée, góme yã́ né a Paul. Áyò, da góme yã́ né a Paul yé.
Tónd kadmá sébdã́.	¿Id kádm sébdà bí?	Ngée, kadmé yã́ sébdã̀. Áyò, dá kadmé yã́ sébda yé.
Ub kẽ́sã̀ válìzdámbà.	¿Id kẽ́s válìzdámbà bí?	Ngée, kẽ́ yã́ válìzdámbà. Áyò, dá kẽ́se yã́ válìzdámbà yé.
A Kúlg pákdà búdò.	¿M pák búdòwa bí?	Ngée, paké yã́ búdòwã. Áyò, dá paké yã́ búdòwa yé.

20.2A Repetition Drill

Uses and pronunciation of kṍ.

M kṍẽ a yãm sébdè.	I gave you a paper.
M kṍẽ a la sébdè.	I have him a paper.
M kṍõ ub la sébdè.	I gave them a paper.
M kṍẽ a koambá sébdè.	I gave the children a paper.
A kṍõ mam sébdè.	He gave me a paper.
A díkà sébdã̀ n kṍ mã́m.	He took the paper and gave it to me.
A kádmà sébdã̀ n kṍ mã́m.	He read the paper for me.
Ub kẽ́sà válìzdámbà móbilẽ n kṍ á.	They put the suitcases in the car for her.
¿Yã́m koosá móbilì n kṍ ándà?	For whom did you sell the car?
¿Yã́m tumdá n kṍ ándà?	For whom do you work?

20.2B Note: Uses of /kṍ/.

The verb /kṍõ/, 'give' occurs as the main verb in a sentence, e.g., /M kṍẽ á la a Paul záamè/, 'I gave it to Paul yesterday'. /kṍõ/ also occurs as the second verb in a sentence and means, 'to', 'for', 'on the behalf of', e.g., /M díkà dádìo n kṍ yãm/, 'I got you a radio'. As the second verb of a subject, /kṍ/ is preceded by /n/. (See Notes 3C and 11C).

20.2C Response Drill

Practice: Use of /kṍ/ in simple sentences.

Directions: The instructor wonders out loud if the student has a particular object. The student says that he doesn't, that he gave it to Paul yesterday.

Instructor	Student
¿Yã́m ta̍dà sébdà bí?	Áyò, m kṍẽ á la a Paul záamè.
¿Yã́m ta̍dà i móbilà bí?	Áyò, m kṍẽ á la a Paul záamè.
¿A Kúlg kóosà a kúmba bí?	Áyò, a kṍõ b la a Paul záamè.
¿Yã́m ta̍dà i dádìowa bí?	Áyò, m kṍẽ á la a Paul záamè.
¿A Elizabet tádà lémbui bí?	Áyò, a kṍẽ á la a Paul záamè.
¿Yã́m ta̍dà mángòdó bí?	Áyò, m kṍẽ á la a Paul záamè.
¿A tádà pápài bí?	Áyò, a kṍẽ a la a Paul záamè.
¿A Sékù tádà kútwèef bí?	Áyò, a kṍẽ á la a Paul záamè.
¿A Paul tádà tómat bí?	Áyò, a kṍẽ á la a Paul záamè.
¿Ub tádà góyàv bí?	Áyò, ub kṍẽ á la a Paul záamè.

20.2D Response Drill

Practice: Use of /kṍ/ in complex sentences.

Directions: Answer the following questions.

Instructor	Student
¿Yã́m di̍kà dádìo n kṍ mam bí?	Ngée, m díkà dádìo n kṍ yãm.
¿Yã́m di̍kà lembùi n kṍ tond bí?	Ngée, m dákà lémbùi n kṍ yãm.
¿Ub díkà góyàvã n kṍ a bí?	Ngée, ub díkà góyàvã n kõ a.
¿A díkà mángòdó n kṍ bíigà bí?	Ngée, a díkà mángòdó n kṍ bíigã̀.
¿Yã́m di̍kà síbã̀ n kṍ Dáwa Íssàk bí?	Ngée, m díkà síbã̀ n kṍ Dáwa Íssàk.
¿Yã́m di̍kà kútweefã̀ n kṍ i zoa bí?	Ngée, m díkà kútweefã̀ n kṍ m zóa.
¿Yã́m di̍kà tómatã̀ n kõ Pága Elizabet bí?	Ngée, m díkà tómatã̀ n kṍ Pága Elizabet.
¿Yã́m di̍kà kúmbã̀ n kṍ i zoa bí?	Ngée, m díkà kúmbã̀ n kò m zoa.
¿A díkà mángòdówã̀ n kṍ yãm bí?	Ngée, a díkà mángòdówã̀ n kṍ mã́.
¿A kádmà sébdã̀ n kṍ yãm bí?	Ngée, a kádmà sébdã̀ n kṍ mã́.
¿A kéndà válìzdámbà n kṍ bam?	Ngée, a kéndà válìzdámbà n kṍ bam.
¿Ub kóosà móbilã̀ n kṍ Dáwa Sékù bí?	Ngée, ub kóosà móbilã̀ n kṍ Dáwa Sékù.
¿A pákà búdòwã n kṍ a Kúk bí?	Ngée, a pákà búdòwã n kṍ a Kúka.
¿A sã́ãmà kútweefã̀ n kṍ a Elizabet bí?	Ngée, a sã́ãmà kútweefã̀ n kṍ a Elizabet.

Instructor	Student
¿Pága Elizabet maana dííbò̃ n kṍ a Kúlg bí?	Ngée, a mánnà dííbò n kṍ a Kúlga.
¿A bóolà a John n kṍ a Antoine bí?	Ngée, a bóolà a John n kṍ a Antoine.

20.2E Transformation Response Exercise

Practice: Use of /kṍ/, double verbs in questions with freedom in answering.

Directions: The instructor makes a statement. A student turns the statement into a question using /kṍ ándà/. Another student answers the question.

Instructor	Student A
M díkà dádìo.	¿Yã́m dı̍kà dádìo n kṍ ándà?
M kẽ́sà válìzdámbà.	¿Yã́m kẽ̍sà válìzdámbà̃ n kṍ ándà?
A kóosà móbilì.	¿A kóosà móbilì n kṍ ándà?
Ub bóolà a Kùka.	¿Ub bóolà a Kúka n kṍ ándà?
A pákà búdò.	¿A pákà búdò n kṍ ándà?
M kádmà sébdè.	¿Yã́m kadmá sébdè n kṍ ándà?
A págà dádìo.	¿A págà dádìo n kṍ ándà?
Ub díkà kúmbà.	¿Ub díkà kúmbà̃ n kṍ ándà?
M kẽ́sà kútweefò.	¿Yã́m kẽ̍sà kútweefò n kṍ ándà?
A kóosà góyavà.	¿A kóosà góyavà̃ n kṍ ándà?

20.3A Repetition Drill

/dátà/ + Noun, /dátẽ/ + Verb.

M dátà dóogò.	I want a house.
M dátẽ n gómà mé.	I want to speak.
A dátà kibáesè.	He wants news.
A dátẽ n wuma kibáesè.	He wants to hear some news.
Tónd da̍tà lígdì.	We want money.
¿Yã́m da̍tẽ n maana bwẽ zaábdà̃?	What do you want to do this evening?

20.3B Note /data/ + noun, /datẽ/ + /n/ + verb.

A verb followed by another verb ends in a nasal vowel, plus the connective /n/. A verb followed by anything else ends in an oral vowel.

20.3C Substitution Drill

Practice: Inflection of the verb /dátà/ when a noun follows and when a verb follows.

Cue	Response
M dátà dóogò.	M dátà dóogò.
goma me	M dátẽ n gómà mé.
kibaese	M dátà kíbaesè.
kadma me	M dátẽ n kadmá mé.
ligdi	M dátà lígdì.
tuma me	M dátẽ n tumá mé.
mobili	M dátà móbilì.
zamsa me	M dátẽ n zamsá mé.
lenga	M dátà léngà.
kẽ me	M dátẽ n kẽ́ mé.
yi me	M dátẽ n yí mé.
doogo	M dátà dóogò.

20.4A Repetition Drill

Yaasé yã́, tí m bóolà mé.	Wait, while I call him.
Kelgé yã́, tí m gómdà mé.	Listen, since I am talking.
Deemé yã́, tí m túmdà mé.	Have a good time while I work.
Kénde yã́, tí m wátà mé.	Go away because I'm arriving.
¿Yã́m boondá wã́ tí bwẽ́?	What do you call this?
Tónd boondá wã́ tí kúmbà.	We call this 'eggplant'.

20.4B Note: Connective /tí/.

If two verbs in a sentence do not have the same subject, /tí/, 'that' occurs between the two clauses, e.g., /Yaasé yã́ tí m bóolà mé/, 'Wait while I call him.

After /tí/, /ya/, 'is',usually does not occur, e.g., /¿Yã́m boondá wã́ tí bwẽ́?/, 'What do you call this?'

If there is a subject change after a present usage of /dálgà/, /dátà/ occurs with /tí/, and the second verb does not have the /-a/ ending, e.g., /M dátà mé á wa/, 'I want him to come'.

Before a word beginning with a vowel /tí/ is usually /t/, as in the sentence above, and the following vowel is high.

20.5A Comprehension Drill

Zaamé zaábdã̀ a Pókò dágẽ̀ ká láafi yé. A námsà wúsgo la a ká maan búm yé. A Elizabet boolá logtódè. Logtód waa n díkà á la mé n kéng logtód yiidì.

Questions:

1. ¿Zaamé zaábdè ya bwẽ̀ dágẽ̀ n tádà Pókò?
   Zaamé zaábdè a Pók dágẽ̀ ká láafi yé.
2. ¿La a máanà bwẽ̀?
   A ká máan búm yé.
3. ¿A Elizabet boolá logtód bí?
   Ngée, a bóolà logtódè.
4. ¿La logtód waa n díkà a la mé bí?
   Ngée, logtód waa díkà a la mé.
5. ¿N kéng yae?
   N kéng logtód yiidì.

UNIT 21

Basic Sentences

-John-

M bóosdà mé	I beg (you)
tí i tógsm	that you inform me
tí i tógs m logtód yi̍idì	that you tell me where the hospital is
M bóosdà mé tí i tógsm logtód yi̍idì.	Please tell me where the hospital is.

-Kúlga-

A bée me.	It is.
bánkà dóogò	bank
bánkà dóog sèaaga	next to the bank
A bée bánka dóog sèaaga.	It is next to the bank.

-John-

¿Tónd bée yae mwásã̀?	Where are we now?
¿Tónd bée yae mwásã̀ wóto ne wã?	By the way, where are we now?

-Kúlga-

Ya Wágdug dáagà.	It is the Wagadougou market.
Ya Wágdug dáagà méngà.	It is exactly the Wagadougou market.
Ya Wágdug dáagà méng púgẽ.	It is inside the Wagadougou market itself.
la tónd sẽ̍ bée wã	that we are in fact
Ya Wágdug dáagà méng púgẽ la tónd sẽ̍ bée wã.	We are in the Wagadougou market.

21.1A Repetition Drill

Illustration: /bee/ and /ya/.

¿Ya lógtòd bí?	Is this the doctor?
Ya mám.	It's me.
A yá dáaga soaba.	He is the administrator of the market.

A yá wók wu̍sgo.	He is very tall.
Ya sídà.	That's true.
A bée bánkà dóog sèaaga.	It is next to the bank.
¿Tónd bee yae mwásã̀?	Where are we now?
...la tónd sẽ̍ bee wã	...where we are
¿I yibeóog ya láafì?	Is your morning peaceful?
Laafí bee mé.	(There) is peace. (Peace is here.)
A Pók kutwéefã̀ ya néede.	Poko's bicycle is pretty. (totally)
A Pók kutwéefã̀ bee néede.	Poko's bicycle is pretty. (in part, somewhat)

21.1B Repetition Drill

Illustration: /bee/ and /ya/ in negative sentences.

A ká dáag soab yé.	He is not the administrator of the market.
A ká wók ye.	She is not tall.
Ká síd ye.	That's not true.
A ká bé bánk dòog séaag ye.	It is not near the bank.
Tónd ka̍ bé daagẽ yé.	We are not in the market.

21.1C Note: Distinction: /bee/ and /ya/.

1. /Bee/ and /ya/ are both translated into English as the verb, 'to be'.
2. /Bee/ is used for location.

   /A bée bánkà dóog sèaaga./ It is next to the bank.
3. /Ya/ is used for description.

   /A yá wók wu̍sgo./ He is very tall.
4. /Bee/ is used for weak descriptions.

   /Kútweefã̀ bee néede./ The bicycle is somewhat pretty.
5. Negatively, /bee/ has the short form /be/ and /ya/ has the short form 'zero'.

21.1D Substitution Drill

Practice: Use of /bee/ for location. Use of /ya/ for everything else.

Cue	Response
A Kúk yá lógtodè.	A Kúk yá lógtodè.
dáagẽ̀	A Kúk bée dáagẽ̀.
kóaasà	A Kúk yá kóaasà.
bánkẽ̀	A kúk bée bánkẽ̀.
díplomàt	A Kúk yá díplomàt.
ótelẽ̀	A Kúk bée ótelẽ̀.
tãmetà	A Kúk yá tã́metà.
búdòẽ	A Kúk bée búdòẽ.
dáagà soabá	A Kúk yá dáagà soabá.
lógtòd yiidẽ̀	A Kúk bée lógtòd yíidẽ̀.
Mṍagà	A Kúk yá Mṍagà.
Wágdùgo	A Kúk bée Wágdùgo.

21.1E Response Drill

Practice: The use of /bee/ and /ya/ in controlled conversation.

Directions: The instructor reads a short narrative and asks questions on it. The student answers the questions with reference to the narrative.

A. A Kúk ya kádǹsaambá. Mwásã̀ a bée kádǹdoogẽ̀.

Questions	Answers
1. ¿A Kúk yá bwẽ?	A Kúk yá kádǹsaambá.
2. ¿A Kúk bée yae?	A Kúk bée kádǹdoogẽ́.

B. A Sékù yá lógtòde. A bée lógtòd yíid mwásã̀.

Questions	Answers
1. ¿A Sékù yá bwẽ́?	A Sékù yá logtòde.
2. ¿A Sékù bée yae?	A Sékù bée lógtòd yíidì.

C. A Kúlg yá dáagà sóabà. Mwásã̀ bée dáagà púgẽ̀.

Questions	Answers
1. ¿A Kúlg yá bwẽ́?	A Kúlg yá dáagà sóabà.
2. ¿A Kúlg bée yae?	A bée dáagà púgẽ̀ mwásã̀.

D. Tónd bee ótelẽ̀. La ótelã̀ ya bílfù.

Questions	Answers
1. ¿Tónd bee yae?	Tónd bee ótelẽ̀.
2. ¿La ótelã̀ ya wána?	La ótelã̀ ya bílfù.

E. Tónd bee ambassádà púgẽ̀. La yá néedè.

Questions	Answers
1. ¿Tónd bee yae?	Tónd bee amabassádà púgẽ̀.
2. ¿La a yá wána?	La a yá néedè.

F. Tónd zoa a Kúk bee Bóbò. La yá téng bi̍lfù.

Questions	Answers
1. ¿Tónd zoa a Kúk bée yae?	Tónd zoa a Kúk bée Bóbò.
2. ¿La yá téng wána?	La yá téng bi̍lfù.

G. Lembúyã̀ bée dáagẽ̀. La ub yá bílfù.

Questions	Answers
1. ¿Lembúyã̀ bee yae?	Lembúyã̀ bee dáagẽ̀.
2. ¿La ub yá wã́nã?	La ub yá bílfù.

21.1F Transformation Response Drill

Practice: Use of /bee/ and /ya/ in questions.

Directions: The instructor reads a short narrative. Then he mentions a question word. One student asks a question using that word. Another student answers it.

A. A Kúk yá kádnsaambá. Mwásã̀ a bée kádǹdoogẽ́.

Cue	Student A	Student B
bwẽ	¿A Kúk yá bwẽ́?	A Kúk yá kádǹsaambá.
yae	¿A Kúk bée yae?	A Kúk bée kádǹdoogẽ́.

B. A Sékù yá lógtòde. A bée lógtòd yíid mwásã̀.

Cue	Student A	Student B
bwẽ	¿A Sékù ya bwẽ?	A Sékù ya lógtòde.
yae	¿A Sékù bee yae?	A Sékù bee lógtòd yíidì.

C. A Kúlg yá dáagà sóabà. Mwásã̀ a bée dáagà púgẽ̀.

Cue	Student A	Student B
bwẽ	¿A Kúlg yá bwẽ?	A Kúlg yá dáagà sóabà.
yae	¿A Kúlg bee yae?	A bée dáagà púgẽ̀.

D. Tónd bee ótelẽ̀, la ótelã̀ ya bílfù.

Cue	Student A	Student B
yae	¿Tónd bee yáe?	Tónd bee ótelẽ̀.
wana	¿Ótelã̀ yá wánà?	Ótelã̀ yá bílfù.

E. Tónd bee ambassádà púgẽ̀, la a yáa néedè.

Cue	Student A	Student B
yae	¿Tónd bee yae?	Tónd bee ambassádà púgẽ̀.
wána	¿A yá wána?	A yá néede.

F. Tónd zoa a Kúk bée Bóbò. La a yá teng bílfù.

Cue	Student A	Student B
yae	¿Tónd zoa a Kúk bée yae?	A bée Bóbò.
wána	¿La yá wána?	La a yá teng bílfù.

G. Lembúyà bée dáagẽ̀. La ub yá bílfu.

Cue	Student A	Student B
yae	¿Lembúyà bée yae?	Lembúyà bee dáagẽ̀.
wána	¿La ub yá wána?	La ub yá bílfù.

21.2A Repetition Drill

Illustration: The particle /sẽ́/ + /wã/.

Yá sébd la ub kádmdà.	It's the paper that they are reading.
Yá sébd la ub sẽ́ kadmdã.	It's the paper that they are indeed reading.
Yá dáagẽ̀ la tónd sẽ́ be wã.	We are in the market.
M sṹũd yá noogó m sẽ́ bé ká wã́.	I am happy because I am here.

Ya dáagẽ̀ la tónd sẽ be wã.	We are in the market.
M sṹũd yá noogó m sẽ bé ká wã.	I am happy because I am here.
Tónd sẽ waã n taa Dapoy daaga seegẽ, a Kúk lui mé.	When we arrived near the Dapoy market, Kuka fell.
Tónd dȧtà néb sẽ nã́ã n tuma.	We want some one who will work.
Mam yẽ́ẽ néb piig sẽ loogda.	I see ten people who are leaving.

21.2B Note: Relative connective /sẽ́/.

The relative connective /sẽ́/ occurs after the subject of a subordinate clause. See Note 6C. In a negative subordinate clause, /ká/, /pá/ occurs without /yé/ in most cases. Compare Note 6A. If /yé/ does occur it occurs finally.

21.2C Transformation Drill

Practice: The use of the particle /sẽ́/.

Directions: The instructor will read two sentences. The student will combine them into one complex sentence using the particle /sẽ́/.

Instructor	Student
M sṹũd yá noogó. M bé ká wã́.	M sṹũd ká noogó, m sẽ́ be ká wã́.
A Kúk lúi mé. Tónd waã n taa dáagà séaagẽ̀.	A Kúk lúi mé, tónd sẽ́ waã n taa dáagà séaagẽ̀.
M yẽ́ẽ néb piiga. Ub lóogdà mé.	N yẽ́ẽ néb piiga, ub sẽ́ loogda.
A Elizabet pooglgá mé. Nasad silgã́ lui wã.	A Elizabet pooglgá mé, nasad silgã́ sẽ́ lui wã.
M yíì la Kúk. M yíì tã́õsgè wã́.	M yíì la Kúk, m sẽ́ yí tã́õsgẽ wã
Tónd dii né m zoa Sékù. Id kéngà ótelẽ̀ wã.	Tónd dii né m zoa Sékù, id sẽ́ kéng ótelẽ̀ wã.

Instructor	Student
A gómà né díplomatã̀. A kẽ́ẽ ámbassadẽ̀wã.	A gómà né díplomatã, a sẽ́ kẽ́ ámbassadẽ̀wã.
A kóosà lémbuyã̀. A kéngà dáagẽ̀wã.	A kóosà lémbuyã̀, a sẽ́ kéng dáagẽ̀wã.
Ub sṹũd yá noogó. Ub tádà kútweefã̀.	Ub sṹũd yá noogó, ub sẽ́ tád kutwéefã̀.
Pága Pók koosa síbã̀. A kéngà dáagẽ̀wã.	Pága Pók koosa síbã̀, a sẽ́ kéng dáagẽ̀wã.
Tónd go̍mà Fídã̀sé. Tónd ke̍ngà Fídã̀sé.	Tónd go̍mà Fídã̀sé, tónd sẽ́ kéng Fidãsé.

21.3A Comprehension Drill 1

Pága Elizabet tumda Dáwa John bánkà púgẽ̀. Dáwa John lá bánkà sóaba. Bánkà búdò bée dáagà séeaagẽ̀. Dáwa John né Pága Elizabet tumda bánkà púgẽ̀ yíbeoog la zaábd fã̍ã.

Questions:

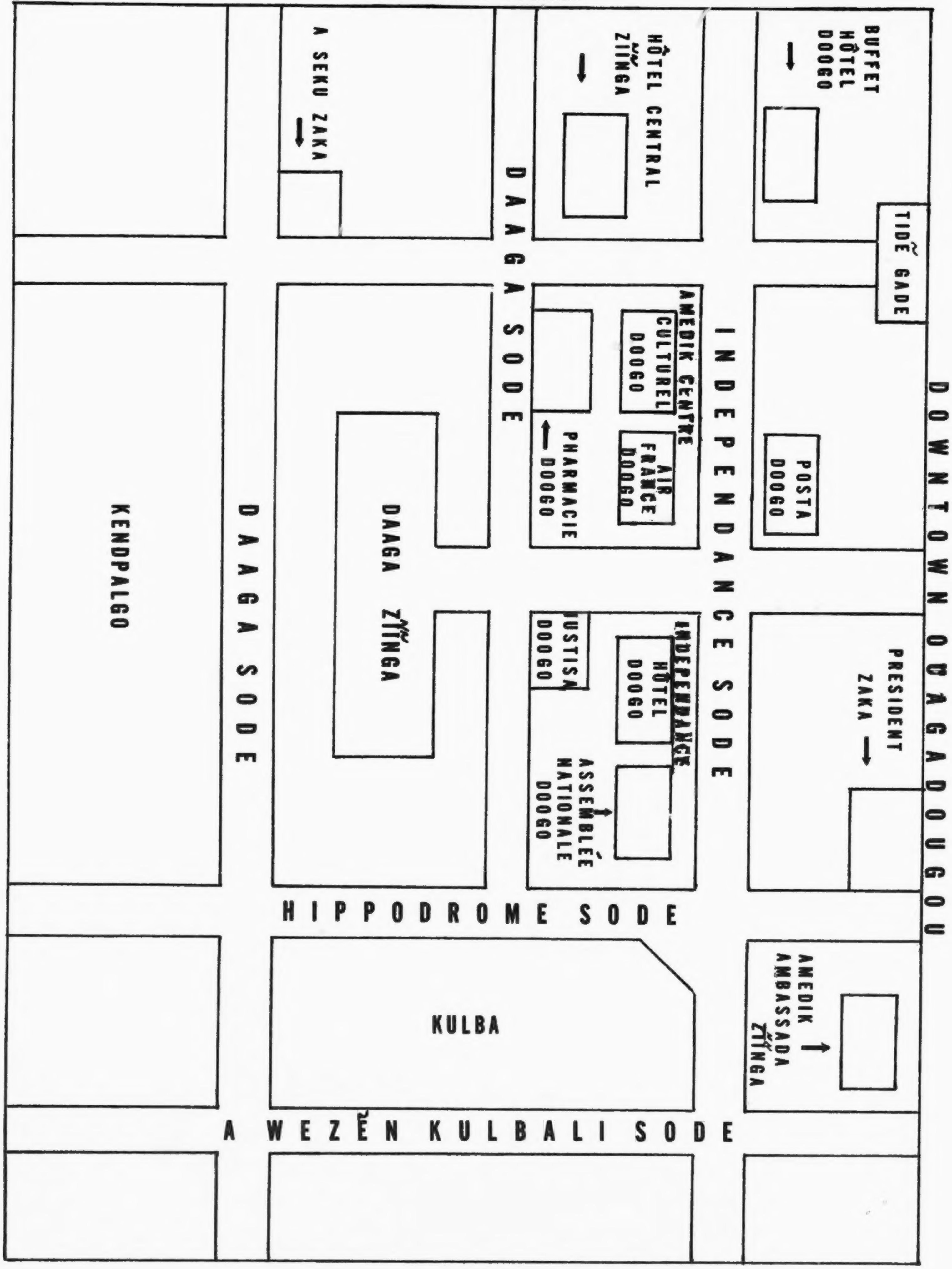
	Question	Answer
1.	¿Pága Elizabet tumda yae?	A túmdà Dáwa John bánkà púgẽ̀.
2.	¿Yá Dáwa John lá bánkà sóabà bí?	Ngée, yá Dáwa John lá bánkà sóabà.
3.	¿Bánkà búdò bée yae?	Bánkà búdò bée dáagà séaagẽ̀.
4.	¿Dáwa John né Pága Elizabet tumda yae?	Ub tumda bánkà púgẽ̀.
5.	¿Ub túmdà yíbeoog la zaábd fã̍ã bí?	Ngée, ub túmdà yíbeoog la zaábd fã̍ã.

21.3B Comprehension Drill 2

Pága Elizábet yíidẽ̀ bée tenga púgẽ̀.
A yíidã̀ bée Ámèdík ambassádà séaagẽ̀.
Pága Elizabet yíidã̀ yá bílfù la a yá néede.
A tádà zénd bílf mé a zákà pugẽ̀.
Zendá pugẽ̀, a tádà kúmba, góyavà, la tómato.

Questions

1. ¿Pága Elizabet yíidà bée yae?
   A yíidà bée tenga púgẽ̀.
2. ¿A yíidà zíig bée yae tenga púgẽ̀?
   A bée Ámèdík ambassádà púgẽ̀.
3. ¿A yíidà yá bílf bí, bí bedde?
   A yá bílfù.
4. ¿A yá néed bí?
   Ngée, a yá néede.
5. ¿A tádà zénd bílfù a zaká pugẽ̀ bí?
   Ngée, a tádà zénd bílf mé a zaká pugẽ̀.
6. ¿A tádà bwẽ zéndà púgẽ̀?
   A tádà kúmba, góyavo, la tómato.


BUFFET HÔTEL DOOGO
HÔTEL CENTRAL ZĨĨNGA
A SEKU ZAKA
DAAGA SODE
TIDẼ GADE
DOWNTOWN OUAGADOUGOU
INDEPENDANCE SODE
AMEDIK CENTRE CULTUREL DOOGO
AIR FRANCE DOOGO
PHARMACIE DOOGO
POSTA DOOGO
DAAGA ZĨĨNGA
DAAGA SODE
KENDPALGO
JUSTISA DOOGO
INDEPENDANCE HÔTEL DOOGO
PRESIDENT ZAKA
ASSEMBLÉE NATIONALE DOOGO
HIPPODROME SODE
KULBA
AMEDIK AMBASSADA ZĨĨNGA
A WEZẼN KULBALI SODE

UNIT 22

Basic Sentences: John and Kulga continue their conversation.

-John-

A zã́dà mé.	It is far.
¿A zã́dà ká?	Is it far from here?

-Kúlga-

Áyò.	No.
Kénge yã́ taode	go ahead
Kénge yã́ taode tédga.	Go straight ahead.

-John-

M sã́	If I, when I
M sã́ yṍsgo	When I have passed
¿M sã́ yṍsgo sĩ́igã̀, bí m maana bwẽ?	When I have passed that place, what do I do
¿M sã́ yṍsgo zĩ́igã̀ bí m maana bwẽ?	What do I do when I've passed that place?

-Kúlga-

Yã́m sã̍ yṍsg yéndà	When you have passed it
sódã̀ bée égliisà póodẽ̀.	that road is beyond the church.
Yã́m sã̍ yṍsg yéndà, sódã̀ bée égliisà póogẽ̀.	When you have passed it, the road (to the hospital) is beyond the church.

-John-

¿M sã́ dík sód kángà, m tátà yae?	If I take that road, where do I arrive? (Where does that road take me?)

-Kúlga-

Sód kang tanta yã́m	that road takes you
Sód kang tanta yã́m n kéng logtóa yi̍idi.	That road takes you and you go to the hospital. (That road takes you to the hospital.)

-John-

I bádkà.	Thank you.

22.1A Repetition Drill

Illustration: /sã́/. Notice the tonal properties of this particle.

Yã́m sã̍ kéngdà á Kúgdi, bí i díke né mã̃.	If you go to Kúgri, take me along.
A sã́ wae, bí i togsé né mã̃.	If he comes, inform me.
¿M sã́ yṍsg zíigã̀, bí m maan bwẽ?	When I have passed that place, what do I do?
¿M sã́ dík sód kángà, m tátà yae?	If I take that road, where do I come out?
A sã́ zã́dà mé, bí id díke tidẽ́.	If it is far away, let's take the train.
Yã́m sã̍ tumda mé, m dátẽ n ke̍ngà né yã̃m.	If you are working, I want to go with you.
A sã́ ká wá, bí i togsé né mã̃.	If he doesn't come, inform me.
A sã́ ká wá, bí id lóog.	If he doesn't come, let's leave.

22.1B Note: /sã́/

/sã́/ is a subordinate conjunction meaning: 'if', 'when', or 'the following is a possibility'. /sã́/ regularly occurs after the subject.

22.1C Transformation Drill

Practice: Formation of complex sentences with /sã́/.

Directions: The instructor makes two statements. The student combines them into one sentence with /sã́/.

Instructor	Student
Yã́m ke̍ngdà á Kúgdẽ̀. Bí i díke né mã̃.	Yã́m sã̍ kéngdà á Kúgdẽ̀, bí díke yã̃ né mã̃.

Instructor	Student
Yã́m lo̍ogdà búdòẽ. Bí i boolé né mã.	Yã́m sã̍ lóogd budóẽ̀, bí i boolé né mã.
Yã́m ke̍ngdà dáagẽ̀. Bí i togsé né mã.	Yã́m sã̍ kéngd daagẽ́, bí i togsé né mã.
Yã́m ta̍a mé. Bí i boolé yã́ á Kúka.	Yã́m sã̍ táa mé, bí i boolé yã́ á Kúka.
Yã́m kadmá mé. Bí i dá wá yé.	Yã́m sã̍ kadma mé, bí da wá yé.
Yã́m ta̍dà móbilì. Bí i waẽ́ n díke né mã.	Yã́m sã̍ tádà móbilì, bí i waẽ́ n díke né mã.
Yã́m da̍diowã̀ yá súmà. Bí id kelgé yã́ kibáesè.	Yã́m da̍diowã̀ sã́ ya súmà, bí id kelg kibáesè.
Yã́m da̍tẽ n ke̍ngà Kúlbà. Bí id lóog pindá.	Yã́m sã̍ dátẽ ke̍ng Kulbá, bí id lóog pindá.
Yã́m da̍tà mám dadíowã̀. Bí i díke yã́.	Yã́m sã̍ dát mam dádiowã̀, bí i díke yã́.
Yã́m da̍tà á Kúk kútweefã̀. Bí i díke yã́.	Yã́m sã̍ dátà á Kúk kútweefã̀, bí i díke yã́.

22.2A Repetition Drill

Illustration: /zã́dà/, 'to be far'

A zã́dà ká.	It is far from here.
A ká zã́d né ká yé.	It is not for from here.
Wagdúg zã́dà né Washington.	Ouagadougou is far from Washington.
Bóbò ká zã́d wu̍sgo né a Sablóg yé.	Bobo is not very far from Sablogo.

22.2B Note:

/zã́dà/ like /tádà/ does not have the perfective-imperfective contrast. It is a stative verb.

22.3A Repetition Drill

Illustration: Spatial relationships.

Tónd yi̍idà bée téngà súkẽ̀.	Our house is downtown.
A Pók yi̍idà bée yã́m taodé.	Poko's house is ahead of you.
Móbilã̀ bée dáagà púgẽ̀.	The car is in the market.
A yíidà bée Bóbò poodẽ́.	His house is beyond Bobo.
¿Yã́m ke̍ndà ótel bugo?	Which hotel are you going to?
Tónd lo̍ogà ótelã̀ séaagẽ̀.	We passed by the side of the hotel.
Yã́m yi̍idà bée dáagà séaagẽ̀.	Your house is next to the market.

22.3B Note: Spatial Relationships.

One of the most common ways of marking spatial relationships is with compound nouns, the second element of which indicates a location. This type of noun also occurs independently, just as other nouns, e.g., /súka/,'middle', and /téngàsúkẽ̀/, 'in the middle of city/village/region'; /séaaga/, 'side', and /daagáseaagẽ̀/, 'beside/next to the market'. Below is a list of such nouns.

súka, -sé	middle; in the middle of, among
séaaga, -sé	side; beside, next to
taodé, *toayá	front; in front of, before
púga, -sé	interior, inside; inside (of), (with)in
poodé, *poayá	back; behind, in back of
zúgù, -tù	top, summit, head; on top of, on
téngdè, *téngìya	bottom; underneath beneath, on the bottom of
yingá, -sé	exterior, outside; outside
kídinga, -sé	distance; far, distant

22.3C Response Exercise

Practice: The use of the spatial compounds.

Directions: The student will look at the map to answer the following questions. The student should state what is behind, next to or in front of the place mentioned.

1. ¿Pharmaciewà dóog bee yae?
2. ¿Air-Franceà dóog bee yae?
3. ¿Indépendance Hôtel bee yae?
4. ¿Présidentwà dóog bee yae?
5. ¿Tidẽ́ gad bee yae?
6. ¿Daagá ziig bée yae?
7. ¿Justiceà dóog bee yae?
8. ¿Póstà dóog bee yae?
9. ¿Kulbá bee yae?
10. ¿Ámedik ambassadà zĩĩg bee yae?

SITUATION A

Useful Phrases

nã́ã	in order to
Yã́m sã̍ yí Kúlbà n nã́ã n kéng póstẽ̀,	If you leave Couluba to go to the post office,
m góndgà mé	I turn
gṍndgà yã́	Turn!
gṍndgè yã́ i goabgá.	turn to your left.
n tugõ	go away/on
Tugṍ n gṍndge yã́ i goabgá.	Keep on going and (then) turn left.
taatá, taaldá	take, lead, result in, cause
Sód kang taaldá yãm.	That road takes you.

From Couluba to the Post Office.

Yã́m sã̍ yí Kúlbà n nã́ã n kéng póstẽ̀, i díkdà Híppodromà sóde n tugõ n gṍndg i góabgà n dík Indépendansà sódè. Sód káng táạlnta yã́m tídgẽ n kéng póstẽwã̀.

Questions, Section 1:

1. ¿Tónd bee yae?
   Tónd bee Kúlbà.
2. ¿Tónd da̍tẽ n ke̍ngà póstẽ̀.
   Tónd da̍tẽ n ke̍ngà póstẽ̀.
3. ¿Yá sód bug la id díkdà?
   Id díkdà Hippodromeà sód .

4. ¿Tónd sã̍ tugṍ n gṍndg bee, sód bug la id díkdà?
Id díkdà Indépendansà sódè.
5. ¿Sód káng kéngdà yae?
Sɔ́d káng kéngdà póstẽ̀wã.
6. ¿Sód káng ta̍aldà yã́m n ke̍ng yae,
Sód káng ta̍aldà tónd n ke̍ng póstẽ̀wã.

Questions, Section 2:

Now give commands as answers to the questions you hear.

1. ¿Yá sód bug la m díkdà?
Díke yã́ Hippodromà sódè.
2. ¿M gṍndg goabg bí?
Ngée, gṍndge yã́ i goabgá.
3. ¿Dé poodẽ́ m díkdà sód bugo?
Dé poodẽ́ díke yã́ Indépendansà sódè.
4. ¿M díkdà sód káng tídg bí?
Ngée, díke yã́ sód káng tídga.

SITUATION B

Useful Phrases

tidẽ́ gade	railroad station
M dátẽ n ã́ã n kéngà tídẽ̀ gade.	I want to go to the railroad station.
tugdẽ́	go away/on
Yã́m tugdẽ́ n táa Dáwa Sékù yíidã̀,	You will arrive at Seku's house,
kétẽ	continue
I kétẽ̀ n tádà kénd tídga i táodè.	continue to walk straight ahead.
zúgù	ahead
sód zu̍gù	on the street
Dáwa Sékù yíidã̀ kétẽ̀ m bé dáagã̀ sód zu̍gù.	Seku's house is right on Market Street.

From Kendpalogo to the train station.

Yã́m sã̍ yí Kéndpalogõ̀ n dátẽ n nã́ã n kéng tidẽ́ gadẽ́. I díkdà dáagà sód tidga. Yã́m tugdẽ́ táatà Dáwa Sékù yíidã̀. Dáwa Sékù yíidẽ̀. Dáwa Sékù yíidà kétẽ bée dáagà sód zugũ̀. Yã́m sã̍ yõsgo bé, i táatà Central Hôtelà dóog séaagẽ̀. I sã́ táa bé, bí i kétẽ táda i kénd tídg i taodé. I túgdẽ n táa Indépendans sód zùgũ.

Yénd ya sód beede. Yã́m sã̍ yõsgo sod kánga i túgdẽ táa bũffet Hôtelã dóog séaagẽ. Yã́m sã̍ yṍsgo bé bílfu, i táatà tídẽ gádẽ̀ wã.

Section 1: Both people involved in these questions and answers are in the same place.

1. ¿Tónd bee yáe mwásã̀?

   Tónd bee Kendpalogẽ.

2. ¿Tónd da̍tẽ n ke̍ngà yae?

   Tónd da̍tẽ n kẽngà tídẽ gàdẽ.

3. ¿Tónd di̍kdà sód bugo?

   Tónd di̍kdà dáagà sódè.

4. ¿Tónd tudgẽ́ n táa yae?

   Tónd tugdẽ́ n táa Dáwa Sékù yíidã̀.

5. ¿Dáwa Sékù yíidà bée yae?

   Dáwa Sékù yíidã̀ bée dáagà sód zugu.

6. ¿Tónd sã̍ yṍsgo bee, id táatà yae?

   Tónd sã̍ yṍsgo bee, id táatà Central Hôtelà dóog sèaagẽ.

7. ¿Tónd ke̍ndà yae de poodẽ?

   Dé poodẽ id kéndà Indépendansa sód zùgũ.

8. ¿Yẽ́nd ya wánã?

   Yẽ́nd ya sód béede.

9. ¿Tónd sã̍ yṍsgo sód kángà, id túgdẽ n táa yae?

   Tónd sã̍ yṍsgo sód kángà, id táatà Bûffet Hôtelẽ.

10. ¿Tónd sã̍ yṍsgo be bílfù, id táatà yae?

    Tónd sã̍ yṍsgo be bílfù, id táatà tídẽ gàdẽ.

Section 2: The following questions are answered by commands.

1. ¿M sã́ nã́ã n kéng tidẽ́ gadẽ̀, m díkdà sód bugo?

   Díke yã́ daagá sòde.

2. ¿M sã́ di̍k daagá sòde m kéngdà yae?

   Kéng yã́ Dáwa Sékù yíidã séaagẽ̀.

3. ¿M sã́ yṍsgo bé, m táata yae?

   Yṍsge yã́ bé n taa Central Hôtelà dóog sèaagẽ.

4. ¿M kéngdà yae, dé poodẽ?

   Dé poodẽ kénge yã́ Indépendansà sód zùgu.

5. ¿M yṍsgdà sód ka̍ngẽ n tugṍ n táa yae?

   Yṍsge yã́ sód ka̍ngẽ n tugṍ n táa Bûffet Hôtelẽ̀.

6. ¿M yṍsgdà bé bílfu n táa yae?
Yṍsge yã́ bé bílfu n táa tídẽ̀ gadẽwã.

SITUATION C

Useful Phrases

núgù	hand
núg ditgó	right hand
Díke yã́ i núg ditgó.	Take your right hand
bé	here, there
Yṍsge yã́ bé	Pass there
hálẽ	until
Kétẽ tád yá kénd hálẽ n tugõ n táa Hippodromã̀ sódẽ̀.	Continue walking until you arrive at Hippodrome Street.

From Central Hotel to the President's House.

Yã́m sã̀ yí Central Hôtelẽ̀, bí i kénge yã́ bílfu. I sã́ tugṍ n táa Indépendansà sód zugẽ, bí i díke yã́ i núg ditgó. I sã́ táa póstà dóogẽ̀, bí i yṍsgẽ yã bé n kétẽ n táde yã́ kénde, hálẽ n tugṍ n tá Hippodromà sódà zugũ. I sã́ wa tá be, bí i díke yã́ núg goabgá. Yã́m sã̀ kéng bílfu, i taatà Président zakẽ.

Questions: Section 1. Tond

1. ¿Tónd bee yae mwasã?
Tónd bee Central Hôtelẽ̀.
2. ¿Président yíidà bee yae ká?
Président yíidà zã́dà ká bílfu.
3. ¿La id díkdà sód bugo n kéng be?
Id sã́ yí ká, bí id kéng bílfu.
4. ¿N túgõ n tá yae?
N túgõ n tá Indépendansà sód zùgẽ.
5. ¿Tónd sã̀ tá bé, bí id máan wánã?
Id sã́ tá bé, bí id dík íd núg ditgó.
6. ¿Sód káng kéndà yae?
Sód káng táantà yã́m n kéng póstà dóog sèaagẽ.
7. ¿Tónd sã̀ tá póstà dóogẽ, bí id máan wánã?
Id sã́ tá be, bí id yṍsgẽ n kétẽ tád kéndè.
8. ¿Tónd sã̀ tád kéndè, id túgdẽ̀ n táa yae?
Id sã́ tád kéndè, id túgdẽ̀ n táa Hippodromã̀ sód zùgu.

9. ¿Tónd sã̍ wa tá bé, bí íd dík yae?
Id sã́ wa tá bé, bí íd dík íd nu̍g goabgá.
10. ¿Tónd sã̍ tá bé, bí íd kéng yae?
Id sã́ tá bé, bí íd kéng bílfu.
11. ¿Tónd sã̍ kéng bílfu, id táatà yae?
Id sã́ kéng bílfu, id táatà Presidént zakẽ.

Section 2, Commands

1. ¿Tónd bee yae mwasã?
Tónd bee Central Hôtelẽ̀.
2. ¿Président yíidà sód bee yae?
Président yíidà sód ká bé ka ye.
3. ¿M sã́ yí ká m kéngdà yae?
Yã́m sã́ yí ká, bí i kénge yã́ bílfu.
4. ¿M sã́ kéng bílfu, m túgdẽ̀ n táa yae?
Yã́m sã̍ kéng bílfu, i túgdẽ̀ n táa Indépendansà sód zùgu.
5. ¿M sã́ tá bé, bí m dík yae?
I sã́ tá bé, bí i díke yã́ i núg ditgó.
6. ¿M sã́ díké m núg ditgó, m kéngdà yae?
Yã́m sã̍ díke i núg ditgó, bí i kétẽ n táde yã́ kénde.
7. ¿M túgdẽ̀ n táa yae?
I túgdẽ̀ n táa Hippodromã̀ sód zùgu.
8. ¿M sã́ tá bé, bí m dík yae?
I sã tá bé, bí i díke yã i núg goabgá.
9. ¿La n sã́ kéng bílfu m táatà yae?
Yã́m sã̍ kéng bílfu, i táatà Président zakẽ.

UNIT 23

Basic Sentences

-Tembila-	
Ya sídà	That's true
Sã́ ya sídà	really
Sã́ ya sídà, m zoa Sékù,	Really, Seku,
m sṹũd ká nóog yé	I am not happy
m ká tád ye	I don't have
M ká tád m zẽẽnd yé.	I don't have my garden.
M ká lebẽ́ n tad m zẽẽnda yé.	I don't have my garden anymore.
M sṹũd ká nóog yé, m sẽ ká lebẽ́ n tad zẽẽnda yé.	I am sad because I don't have my garden anymore.
-Sékù-	
Yã́m ta̍dà zẽẽndã̀.	You have a garden.
Yã́m da̍ tádà zẽ́ẽndã.	You had a garden.
¿Yã́m da̍ ta̍dà zẽ́ẽnd la?	Oh! You had a garden?
-Tembila-	
Ngée.	Yes.
M dá ta̍dà zẽ́ẽnd bi̍lfu.	I had a little garden.
M dá ta̍dà zẽ́ẽnd bi̍lfu m zaká pugẽ̀.	I had a little garden at my house.
-Sékù-	
¿Yã́m da̍ ta̍dà bwẽ́ a pugẽ?	What did you have in it?
¿Yã́m da̍ ta̍dà bwẽ né bwẽ́ a pugẽ?	What variety of things did you have in it?
-Tembila-	
Kipadé, tomátò, la kúmba.	Peppers, tomatoes and eggplants.

USEFUL PHRASES

A lébà né tidẽ́.	He returned by train.
A lébà né vwatúudè.	He returned by car.
A lébà né móbilì.	He returned by car/truck.
A lébà né silgá.	He returned by plane.
A lébà Dákadẽ̀.	He (has) recently returned to Dakar.
A lébgà Dákadẽ̀.	He (has) recently left Dakar.
A lébgà Dákadẽ̀ n wá.	He has returned from Dakar.
A lébgà Dákadẽ̀ n wa Wagdúgẽ̀.	He has returned to Ouagadougou from Dakar
A lébgà Mṍõd né nasáademde.	He translated it from Moré into French.
Yã́m nã̍ã n kéngà Dákadẽ̀.	You will go to Dakar.
Yã́m nã̍ã n yíi Dákadẽ̀ n kéng Pádiẽ̀.	You will go from Dakar to Paris.
Yã́m nã̍ã n yíi Dakadẽ̀ n wá Padiẽ̀.	You will arrive in Paris from Dakar.

SUPPLEMENTARY VOCABULARY

Landi fãã m dá tumda mé.	Mondays I used to work.
Zimáas fãã m dá tumda mé.	Sundays I used to work.
Máddi fãã m dá tumda me.	Tuesdays I used to work.
Medkdedi fãã m dá tumda mé.	Wednesdays I used to work.
Zedí fãã m dá tumda mé.	Thursdays I used to work.
Vã́ddadi fãã m dá tumda mé.	Fridays I used to work.
Sámdi fãã m dá tumda mé.	Saturdays I used to work.
M dá tumda landi fãã.	I used to work on Monday.
M dá tumda zimas fãã.	I used to work on Sunday.
M dá tumda maddi fãã.	I used to work on Tuesday.
M dá tumda medkdedi fãã.	I used to work on Wednesday.
M dá tumda zedi fãã.	I used to work on Thursday.
M dá tumda vãddadi fãã.	I used to work on Friday.
M dá tumda samdi fãã.	I used to work on Saturday.

NEW WORDS

leba	to return to, come to again; redo; take the place of; start
lebga	to leave from, depart from; change, convert; translate
nasáada, nasaadambá	a European
nasáadmde	European-like, pertaining to Europeans; a European language, especially French
zimáasà, -dàmbá	Sunday
lándi, -dàmbá	Monday
máddi, -dàmbá	Tuesday
médkdedi, -dàmbá	Wednesday
zedí, -dàmbá	Thursday
vã́ddadi, -dàmbá	Friday
sámdi, - dàmbá	Saturday

GENERAL NOTES

23A /lebẽ/ plus another verb.

M sṹũd ká nóog yé m sẽ́ ká lebẽ́ n tadẽ m zẽẽda yé.

/leba/, 'return', 'come back', is another of the verbs that have a meaning that is not easily guessed when it occurs as the first of two verbs with a single subject. See Note 11C. /lebẽ/ plus the connective /n/ before a positive verb means 'still', 'again', and with the negative /ká/ means 'no more', 'not any longer', 'not any more', e.g., the sentence above, 'I am sad because I don't have my garden any more.' /Bám lebẽ́ n táda kúmba dáagẽ̀/, 'They have eggplant at the market again/still'.

23B Reversive

A lébgà Dákadẽ̀.

The reversive suffix /-g/ indicates opposite meaning or direction, as in the sentence above, 'He left (from) Dakar'. See Note 10D.

23C /-mde/

The ending /-mde/ or /-amde/ forms descriptive nouns meaning, 'of', 'pertaining to', 'characteristic of', 'in the fashion of', e.g., /nassáadmde/, 'speech/talk like that of a European', i.e., 'a European language', usually, 'French'.

23.1A Repetition Drill

The verb /lebẽ/.

A lébà Dákadẽ̀.	He has returned to Dakar.
A lébẽ̀ n zinda mé.	He has sat down again.
A ká lebẽ́ n zind yé.	He has not yet sat down again.
Tónd ka̍ lébẽ̀ n zã́d yé.	We are not far away any more.
M ká lébẽ̀ n tád zẽ́ẽd yé.	I don't have a garden any more.

23.1B Substitution Drill

Cue	Response
Móbilã̀ lébà mé.	Móbilã̀ lébà mé.
lébgà	Móbilã̀ lébgà mé.
Vwátuudã̀	Vwátuudã̀ lébgà mé.
lébà	Vwátúudã̀ lébà mé.
Móbilã̀	Móbilã̀ lébà mé.
lébgà	Móbilã̀ lébgà mé.
Silgã́	Silgã́ lebga mé.
leba	Silgã́ leba mé.
Tidẽ́wã̀	Tidẽ́wã̀ lébà mé,

23.1C Substitution Drill

Cue	Response
A kéngà né tidẽ́wà.	A kéngà né tidẽ́wà.
silgá.	A kéngà né silgá.
lébà	A lébà né silgá.
Wágdugẽ̀ né silgá.	A lebá Wágdugẽ̀ né silgá.
lébgà	A lébgà Wágdugẽ̀ né silgá.
Wágdugẽ̀ n wá.	A lébgà Wágdugẽ̀ n wá.
Padíẽ̀.	A lébgà Wágdugẽ̀ n wa Padíẽ̀.

Cue	Response
Bám nã̍ã n yíi Dákadẽ̀.	Bám nã́ã n yíi Dákadẽ̀ n wa Padíẽ̀.
n kéng Padíẽ̀.	Bám nã́ã n yíi Dákadẽ̀ n kéng Padĩ́ẽ̀.

23.2A Repetition Drill

The tense marker /dá/ or /dágẽ̀/ as used with stative verbs.

Yã́m ta̍da zẽ́ẽdò.	You have a garden.
Yã́m da̍ tada zẽẽdo.	You had a garden.
A zã́dà ká.	It is far from here.
A dá zã̍dà ká. A dágẽ̀ zã́dà ká.	It was far from here.
M dátẽ n gómà né yãm.	I want to talk to you.
M dá da̍tẽ n góma bé yã́m. M dágẽ̀ n dátẽ n gómà né yãm.	I wanted to talk to you.

23.2B Repetition Drill

The tonal properties of the tense marker /dá/.

Tónd ta̍dà zẽ́ẽdò.	We have a garden.
Tónd da̍ ta̍dà zẽẽdõ.	We had a garden.
Ub tádà zẽ́ẽdõ̀.	They have a garden.
Ub dá ta̍dà zẽ́ẽdõ̀.	They had a garden.
Ub ká tád zẽẽd ye.	They do not have a garden.
Ub dá ka̍ tád zẽẽd ye.	They didn't have a garden.
Tónd da̍ ká tád zẽẽd ye.	We didn't have a garden.
Tónd da̍ dátẽ n looga me.	We wanted to leave.
Tónd da̍ ká dàtẽ n loog ye.	We didn't want to leave.

23.2C Note

The past tense of stative verbs.

1. The preverbal particle /dá/ marks the past tense of stative verbs.

M dá ta̍dà zẽ́ẽdò.	I had a garden.

2. This particle marks the only past tense form of stative verbs since there is no perfective-imperfective distinction.

23.2D Transformation Drill

Practice: The position and the tone of the tense marker /dá/.

Directions: The instructor makes a statement. The student repeats the sentence and adds /dá/ in the proper place.

Instructor	Student
M tádà móbilì.	M dá ta̍dà móbilì.
Tónd ta̍dà móbilì.	Tónd da̍ ta̍dà móbilì.
A zã́dà ká.	A dá zã̍dà ká.
A ká zã́d yé.	A dá ka̍ zã́d yé.
Ub dátẽ n zinda mé.	Ub dá da̍tẽ n zinda mé.
Ub ká da̍tẽ n zind yé.	Ub dá ka̍ dátẽ n zind yé.
M tádà zákà.	M dá ta̍dà zákà.
Tónd ta̍dà zákà.	Tónd dá ta̍dà zákà.
A bée ká.	A dá bee ká.
A ká bée ká yé.	A dá ka̍ bée ká yé.
Ub dátẽ n looga mé.	Ub dá da̍tẽ n looga mé.
Ub ká dátẽ n loog yé.	Ub dá ka̍ dátẽ n loog yé.
Tónd ta̍dà zẽ́ẽdò.	Tónd da̍ ta̍dà zẽ́ẽdò.
M ká tád zẽ́ẽd ye.	M dá ka̍ tád zẽ́ẽd yé.
A zã́dà ká wúsgo.	A dá zã̍dà ká wúsgo.
A ká zã̍d ká wúsg yé.	A dá ka̍ zã́d ká wúsg yé.
Tónd ta̍dà kúmba.	Tónd da̍ ta̍dà kúmba.
M yá kádm̀bíiga.	M dá ya̍ kádm̀bíiga.
M ká kadmbíig yé.	M dá ka̍ kadmbíig yé.

23.2E Response Drill

Practice: The tense marker /dá/ in controlled conversation.

Directions: The instructor asks a question. The student answers it by saying that the condition existed at one time but does not exist any more.

Instructor	Student
¿Yã́m da̍tẽ n kẽẽ mé bí?	Ngée, m dágẽ n dátẽ n kẽẽ mé, la m ká lébẽ̀ n dát yé.
¿Tónd da̍tẽ n kadmá mé bí?	Ngée, id dágẽ̀ n dátẽ n kadmá mé, la id ká lébẽ̀ n dát yé.
¿Ub dátẽ n yii mé bí?	Ngée, ub dágẽ n dátẽ n yii mé, la ub ká lébẽ̀ n dát yé.

Instructor	Student
¿A dátẽ n loogá mé bí?	Ngée, a dágẽ̀ n dátẽ n loogá mé, la a ká lébẽ̀ n dát yé.
¿Tónd da̍tẽ n dii mé bí?	Ngée, id dágẽ̀ n dátẽ n dii mé, la id ká lébẽ̀ n dát yé.
¿Yã́m da̍tẽ n kelgá mé bí?	Ngée, m dágẽ̀ n dátẽ n kelgá mé, la m ká lébẽ̀ n dát yé.
¿A dátẽ n tumá mé bí?	Ngée, a dágẽ̀ n dátẽ n tumá mé, la a ká lébẽ̀ n dát yé.
¿Yã́m da̍tẽ n deemá mé bí?	Ngée, m dágẽ̀ n dátẽ n deemá mé, la m ká lébẽ̀ n dát yé.
¿Yã́m ta̍dà kútweef bí?	Ngée, m dágẽ̀ n tádà kútweefã̀, la m ká lébẽ̀ n tád yé.
¿Yã́m ta̍dà lígd bí?	Ngée, m dágẽ̀ n tádà lígdi, la m ká lébẽ̀ n tád yé.
¿Yã́m ya táksì soab bí?	Ngée, m dágẽ̀ n ya tádkì soabá, la m ká lébẽ̀ n ya a ye.
¿Bám ya ótel sòab bí?	Ngée, ub dágẽ̀ n ya ótel sòaba, la ub ká lébẽ̀ n ya ub yé.
¿A tádà zẽ́ẽd bí?	Ngée, a dágẽ̀ n tádà zẽ́ẽndò, la a ká lébẽ̀ n tád yé.
¿A Kúk tádà lígd bí?	Ngée, a Kúk dágẽ̀ n tádà lígdi, la a ká lébẽ̀ n tád yé.
¿A Sékù ya lógtòd bí?	Ngée, a Sékù dágẽ̀ n ya lógtodè, la a ká lébẽ̀ n ya lógtòd yé.
¿A Kúlg bée tãõsg bí?	Ngée, a Kúlg dágẽ̀ m bee tãõsgo, la a ká lébẽ̀ n be tãõsg yé.
¿Yã́m ta̍dà dádio bí?	Ngée, m dágẽ̀ n tádà dádio, la m ká lébẽ̀ n tád yé.
¿Yã́m ta̍dà búgdàog bí?	Ngée, m dágẽ̀ n tádà búgdàog, la m ká lébẽ̀ n tád á yé.
¿Yã́m ya kádm̀bíig bí?	Ngée, m dágẽ̀ n ya kádèmbíiga, la m ká lébẽ̀ n yá á yé.
¿I yá támmet bí?	Ngée, tónd da̍gẽ̀ ya tammeta, la tónd ka̍ lébẽ̀ n yá á yé.

Comprehension Drill 1

Dúnda ya zimáasà. Ambassadeur né mam nã́ã n kéngà a Sablógò. ¿Ya bwẽ́ n bee bé? Ya déem n bée bé. Dẽ́ poodẽ́ id nã́ã m maana tã́õsgò. ¿Néb wána n kéng né yã̃m? Néba a naasé. Ambassadeur né a pága la a bíiga n pas né mam. ¿Yã́m loogdà yíbeoogã̀ bí, bí zaábdã̀? Tónd lo̍ogdà mwásmwasã̀. ¿Kibáes bugõ n bee ámbassadẽ̀ dúnda? Ya kíbàes nóogò n bee ámbassadẽ̀ dúnda.

Questions:

1. ¿Dúnda ya bwẽ́?
   Dúnda ya zimáasà.
2. ¿Ambassadeur né yã̃m kéngdà yae?
   Ambassadeur né mam kéngdà a Sablógò.
3. ¿Ya bwẽ́ n bee bé?
   Ya déem n bee bé.
4. ¿Dé podẽ́, yã̃m nã̍ã m maana bwẽ́?
   Dé podẽ́, tónd nã̍ã m maana tã́õsgò.
5. ¿Ya néb wána n kéng né yã̃m?
   Neba a naasé.
6. ¿Ya Ambassadeur né ándà?
   Ya Ambassadeur né a pága la a bíiga.
7. ¿N pas ándà?
   N pas mám.
8. ¿Yã́m lo̍ogdá yíbeoogã̀ bí, bí zaábdã̀?
   Tónd lo̍ogdà mwásmwasã̀.
9. ¿Ya kíbaès bugõ n bee ámbassadẽ̀ dúnda?
   Ya kíbàes nóogò n bee ámbassadẽ̀ dúnda.

UNIT 24

Basic Sentences: Tembila and Seku continue their conversation.

-Tembila-

M dá mii wala zẽẽdã.	I used to spray the garden.
M dá mii wala zẽẽda koom.	I used to spray the garden with water.
Zimáas fã̍ã, m dá mii n wáalà m zẽẽda kóòm.	Every Sunday, I used to water the garden.

-Sékù-

¿Yã́m da̍ míi n tuma i yé?	Did you work alone?

-Tembila-

Áyò.	No.
Dáwa Ísak da̍ songdá mam.	Dawa Isak helped me.
Tónd mi̍i n yã́ kà zẽ́ẽd kòamba.	We used to pick the plants.
Tónd mi̍i yã́kà zẽ́ẽdà koamb níng súb.	We used to pick those plants.
Tónd mi̍i n yã́kà zẽ́ẽd kòamb níng súb sẽ́ bíbã̀.	We picked the plants which were ripe.

-Sékù-

¿Dá ya túm tóog bí?	Was it hard work?

-Tembila-

Ngée,	Yes,
la mam dágẽ̀ n nóngà á la mé.	but I liked it.

GENERAL NOTES

24A /míi/ plus another verb.

Zimáas fã̍ã, m dá mi̍i n wáalà m zẽẽda kóòm.

The verb /míi/, 'know', 'be acquainted with', 'know how to', as the first of two verbs with a single subject means, 'do habitually, regularly, usually, from time to time, sometimes', e.g., the sentence above, 'Every Sunday, I used to water the garden.'

24.1A Repetition Drill

The tense marker /da/.

¿Yã́m da̍ tumda bwẽ́ yíbeoog fá̍?	What work did you do every day?
¿Bám da̍ kéngdà yae zaábd fá̍?	Where did they go every evening?
¿Yã́m da̍ mi̍i n tumda i yé?	Did you have the habit of working alone?
M da mii n wáalà zẽẽda kóòm.	I used to have the habit of watering the garden.
Dáwa Isák da̍ songdá mam.	Isaac used to help me.

24.1B Habitual Action in the past

There are two ways to indicate habitual action in the past: /dá mi̍i/ plus the perfective, and /dá/ plus the imperfective form of the verb. They may be used interchangeably.

24.1C Response Drill

Practice: Habitual action in the past.

Directions: The instructor will ask a question. The student answers it. All questions are contextually related to facilitate comprehension and to demonstrate the use of the tense marker. The students and instructor discuss what they used to do every day when they were studying at Bobo.

Instructor	Student
¿Yã́m da̍ ke̍ngda kadn dóogẽ̀ dád fá̍ bí?	Ngée,tónd da̍ ke̍ngdà kadẽ̀doogẽ̀ dád fã.
¿Yã́m da̍ kadmda sebd dád fá̍ bí?	Ngée, tónd da̍ kadmda seb dád fá̍.
¿Yã́m da̍ kelgda dádiò zaábd fá̍ bí?	Ngée, tónd da̍ kelgda dádiò zaábd fá̍.
¿Yã́m da̍ mi̍i n díkà tídẽ̀ dád fá̍ bí?	Ngée, tónd da̍ mi̍i n díkà tídẽ̀ dád fá̍.
¿Yã́m da̍ mi̍i n lóogà pond dád fá̍ bí?	Ngée, tónd da̍ mi̍i n lóogà pind dád fá̍.
¿Yã́m da̍ mi̍i n gómà Mṍõd dad fá̍ bí?	Ngée, tónd da̍ mi̍i n gómà Mõõd dád fá̍.
¿Yã́m da̍ mi̍i bángà i kádèng dád fá̍ bí?	Ngée, tónd da̍ mi̍i bángà id kádeng dád fá̍.
¿Yã́m da̍ gómdà ánglès bí?	Ngée, tónd da̍ mi̍i n gómà ánglèsi.

Instructor	Student
¿Yã́m da̍ yi̍tà kadn dóogẽ̀ dád fã̍ bí?	Ngée, tónd da̍ yi̍tà kadn dóogẽ̀ dád fã̍.
¿Yã́m da̍ wumda gómà fã̍ bí?	Ngée, tónd da̍ wumda gómà fã̍.

Comprehension Drill 1

Dáwa Tembil dá ta̍dà zẽ́ẽnd bi̍lf a zákà púgẽ̀. A zẽ́ẽdà púgẽ̀, a dá ta̍dà kipade, tomato, la kumba. Dáwa Ísak da̍ tumda né bam. Ya yéndà dágẽ̀ n geet zẽẽndã. A dágẽ̀ n míi n waalg ub la koom yibeoog fãã. Dáwa Sékù sũũd da ya noog wusg né Dáwa Ísak tuumã. Ub dá ka̍ dáad zẽẽnd yé sã́ pá mángòdó la papaye bala.

Questions:

1. ¿M bá Tembila, yã́m da̍ ta̍dà zẽẽd bí?
   Ngée, m dá ta̍dà zẽẽd bilf m zakẽ.
2. ¿Yã́m da̍ ta̍dà bwẽ́ né bwẽ́ a púgẽ̀.
   M dá ta̍dà kipade, tomáto, la kúmba.
3. ¿Yã́m da̍ ta̍dà banana la papáyè mé bi?
   Áyò, m dá ka̍ ta̍dà banana la papái yé.
4. ¿Dáwa Ísak da̍ tumda né yãm bí?
   Ngée, a dá tumda né mam.
5. ¿Yã́m sṹ̍ũd dá ya nóog né a tuuma bí?
   Ngée, mam sṹũd dá ya nóog né a tuuma wusgo. Tónd da̍gẽ̀ n ká daád zẽẽd yé.

Comprehension Drill 2

Mam dá ta̍dà kútweefò, la m ká lébẽ n tád yé. Mam kutwéefà dá ka̍ kénd yé. Dád fã mam míi n tala a la mé kéng tí ub tugṍ n manage. M zoa Kúk ta̍dà kútweefò, la yénd dẽ̍ wã ya paalga.

Questions:

1. ¿Yã́m da̍ ta̍dà kútweef bí?
   Ngée, mam dá tádà kútweefò, la mam kutwéefà dá ka̍ kénd yé.
2. ¿Yã́m mám tí a dá ka̍ kéndà?
   A kadsã dágẽ̀ n ká súmà yé.

3. ¿Tí yã́m mi̍i n tala á la mé keng tí bu tugṍ m manag bí?

   Ngée, dád fã̍ míi n tala á la mé kéng tí ub tugṍ m manage.

4. ¿Yã́m zoa Kúk dá ta̍dà wéef bí?

   Ngée, m zoa Kúk dá ta̍dà kutwéefò.

5. ¿I zoa Kúk dẽ́ wã dá ya wána?

   M zoa Kúk dẽ́ wã da ya paalga.

UNIT 25

Basic Sentences

-Sékù-	
ya wána	why
¿Ya wán tí yã́m ká wáa tónd yi̍id zaamé?	Why didn't you come to our house yesterday?
-Kúka-	
mam dá watá mé	I was coming
tí m kútwèef sã́ãm sódẽ̀	when my bicycle
	broke down on the road
Mam dá watá mé tí m kútwèef sã́ãm sódẽ̀.	I was on my way, when my bicycle broke down.
-Sékù-	
bwẽ́ maane	What happened
¿Bwẽ́ máan yã́m kútweefã̀?	What happened to your bicycle?
-Kúka-	
A pédalẽ a dá ka̍ suma yé.	The pedal wasn't working.
M dá ke̍ngdà sódẽ̀ n waa n lui.	I was coming on the road and fell.

GENERAL NOTES

25A Partitive with /-ẽ́/.

A pédalẽ n dá ka̍ suma yé.

A piece of a whole is indicated by /-ẽ́/ suffixed to the piece, e.g., /a pédalẽ/, literally 'its pedal in/from/of (the bicycle)', shows that the pedal is a part of something larger, namely, a bicycle. Often it is not convenient to translate this sort of partitive, as in the sentence above, 'Its pedal was no good.', perhaps more literally, 'Its pedal piece was no good.'

25.1A Repetition Drill

/dá/ plus the imperfective for past interrupted action.

Mam dá wata mé tí m kútwèef sã́ãm sódẽ̀.	I was coming when my bicycle broke down on the road.

M dá pagdá búdò tí ub dá yi̍tà.	I was closing the office as they were leaving.
M dá ke̍ngdà sódẽ̀ n wa n lui.	I was walking on the steet and fell.
Mam dá lo̍ogdà lógtòd yíidẽ̀ tí a kẽ́dẽ̀.	I was leaving the hospital as he was entering.
Mam dá yi̍tà mé tí Pága Mádia watẽ.	I was going out when Maria came.
Tónd da̍ lo̍ogdà mé tí nasad silgã́ luitẽ.	We were leaving, when the plane was crashing.

25.1B Note: Past Interrupted Action

/dá/ plus the imperfective indicates past interrupted action as well as past habitual action depending on the context.

Of interest in the above drill is the last verb of each sentence. Two simultaneously continuing and incomplete actions are both /dá/ plus imperfective. If one action interrupts another, one verb is perfective and the other is /dá/ plus the imperfective.

25.1C Response Drill

Practice: /dá/ plus the imperfective used to indicate interrupted action, in controlled conversation.

Directions: The instructor will ask a question. The student will answer it. All the questions are contextually related having to do with 'What were you doing as Paul was entering the room.'

Instructor	Student
¿Yã́m da̍ kelgdà kíbàes tí á Paul watẽ bí?	Ngée, tónd da̍ kelgdá kíbàes tí á Paul watẽ.
¿Yã́m da̍ pagadá búdò tí á Paul watẽ bí?	Ngée, tónd da̍ pagdá búdo tí á Paul watẽ.
¿Yã́m da̍ boondá á John tí á Paul watẽ bí?	Ngée, tónd da̍ boondá a John tí á Paul watẽ.
¿Yã́m da̍ kelgdá dádio tí á Paul watẽ bí?	Ngée, tónd da̍ kelgdá dadio tí á Paul watẽ.
¿Yã́m da̍ kadmdá mé tí á Paul watẽ bí?	Ngée, tónd da̍ kadmda̍ mé tí á Paul watẽ.
¿Yã́m da̍ di̍kdà tídẽ̀ tí á Paul watẽ bí?	Ngée, tónd da̍ di̍kdà tídẽ̀ tí á Paul watẽ.

Instructor	Student
¿Yã́m da̍ pakdá dáagã̀ tí á Paul watẽ bí?	Ngée, tónd da̍ pakda daagã tí á Paul watẽ.
¿Yã́m da̍ yi̍tà mé tí á Paul watẽ bí?	Ngée, tónd da̍ yi̍tà mé tí á Paul watẽ.
¿Yã́m da̍ deemdá mé tí á Paul watẽ bí?	Ngée, tónd da̍ deemdá mé tí á Paul watẽ.
¿Yã́m da̍ tumdá mé tí á Paul watẽ bí?	Ngée, tónd da̍ tumdá mé tí á Paul watẽ.

Comprehension Drill 1

Pága Pók ka̍ gẽ́ m bá Sékù zaam yé. M bá Sékù yéelà mé tí laafí dágẽ̀ n ká bé b yé. Ub zúgã̀ dágẽ̀ zaábdà. Ub kútweefà mé dágẽ̀ n sã́ãmà mé. A pédalẽ n dágẽ̀ ká suma yé. M bá Sékù yéelà mé tí ub dágẽ̀ n kéngdà sodẽ n wa n lui.

Questions:

1. ¿Pága Pók gẽ́ la m bá Sékù zaame bí?
   Áyò, ub ká gẽ́ b yé.
2. ¿Ya bwẽ́ n dágẽ̀ n tád bámbà?
   Ub yéelà mé tí laafí dágẽ̀ n ká bé b yé.
3. ¿M bá Sékù bwẽ́ dágẽ̀ zaábdà?
   Ub zúgã̀ dágẽ̀ zaábdà.
4. ¿Ub kútweefà mé dágẽ̀ n sã́ãmà mé bí?
   Ngée, ub kútweefà mé dágẽ̀ sã́ãmà mé.
5. ¿Ya bwẽ́ n dágẽ̀ n sã́ãmà mé?
   A pédalẽ n dágẽ̀ n sã́ãmà mé.
6. ¿M bá Sékù yéelà mé tí b dágẽ̀ n kéngdà yae?
   Ub yéelà mé tí b dágẽ̀ n kéngdà sodẽ n wa n lui.

Comprehension Drill 2

Dáwa Sékù dá ke̍ngdà Kúlbà zaame, tí Pága Mádia watẽ́. Pága Mádia dágẽ̀ n zómbà kútweefò. A kútweefà túgõ n sã́ãmà dáagà sod zugẽ. A pédaldàmbá dágẽ̀ n ka suma yé. A dágẽ̀ n kéngdà mé n wa n tugṍ n lui.

Questions:

1. ¿Dáwa Sékù dá ke̍ngdà yae zaamé?
   Ub dá ke̍ngdà Kulba.
2. ¿Pága Mádia dá wata mé bí?
   Ngée, tí Pága Mádia dá watẽ́.

3. ¿Pága Mádia dágẽ̀ n zómbà bwẽ́?

Pága Mádia dágẽ̀ n zómbà kútweefò.

4. ¿Ub kútweefã̀ túgõ̀ n sã́ãmà mé bí?

Ngée, ub kútweefã̀ túgõ̀ n sã́ãmà mé.

5. ¿A túgõ̀ n sã́ãmà yae?

A túgõ̀ n sã́ãmà dáaga sòd zugẽ.

6. ¿Ya bwẽ́ n dágẽ̀ n ká suma?

A pédaldàmbã́ n dágẽ̀ n ká suma yé.

7. ¿A dágẽ̀ n kéngdà mé tí bwẽ́ máane?

A dágẽ̀ n kéngdà mé n wa n tugṍ n lui.

UNIT 26

Basic Sentences: Tembila looks for a gas station. He runs into Kuka on the Daaga Sode.

-Tembila-	
Essence zìig pẽ́ẽ yãmba.	The gas station is near you.
¿Essence zìig pẽ́ẽ yãm ká bí, m zoa?	Is the gas station near (you) here, my friend?
-Kúka-	
Ngée.	Yes.
-Tembila-	
¿Yae?	Where?
-Kúka-	
Daagá séaagẽ̀.	Next to the market.
-Tembila-	
¿Móbil gadáz me toẽ m páamà bé bí?	Is there also a garage there?
-Kúka-	
Ngée, a soabá tádà móbil gadáz,	Yes, the owner has an automobile garage,
m pas né	in addition
M pas né, móbil maangd zíigà.	and also an automobile repair station.
-Tembila-	
Mam dátẽ n daa essence.	I want to buy gas.
¿Lítd li̍gid tṍẽ n taa wána?	How much does a liter cost? (How much can a liter come to?)
-Kúka-	
Lítd ya wákyà yopoe.	The liter costs thirty-five CFA francs.

26.1A Repetition Drill

Illustration: 'having', 'knowing', 'being', etc. when preceded by an auxiliary verb.

A soabá tádà móbil gàdáz.	The owner has a service station.
A soabá páamà móbil gàdáz.	The owner got (obtained) a service station.
A páamdà móbil gàdáz.	He is making the arrangements to get a service station.
A dátẽ m paamá móbil gàdáz.	He wants to have (purchase,acquire) a service station.
A Sékù yá lógtòde.	Seku is a doctor.
A Sékù yíì lógtòde.	Seku became a doctor.
A Sékù yítà lógtòde.	Seku is in the process of becoming a doctor.
A Sékù tṍẽ n yíì lógtòde.	Seku can be (become) a doctor.
Tidẽ́ zã́dà mé né ká.	The train is far from here.
Tidẽ́ zã́ãgà mé né ká.	The train has gone away from here.
Tidẽ́ zã́ãgdà mé né ká.	The train is going away from here.
Tónd dátẽ n zããgá kóambá né tidẽ́wã̀ sódé.	We want to get the children away from the railroad track. (put a distance between the children and the track.)
Mam míi mé, tí yã́m waa mé.	I know (am in a state of knowing) that you came.
Mam bángà mé tí yã́m waa mé.	I know (found out) that you came.
Mam tṍẽ m bangá kíbaesà béoogò.	I can find out the news tomorrow.
Mam dá bee ká zaamé.	I was here yesterday.
Mam tṍẽ n waa ká zaábdã̀.	I can be (arrive) here this evening.
Mam tṍẽ n naamá ká béoogò.	I can be here tomorrow.
Mam dátẽ m bangá ambassadeur.	I want to get to know the ambassador.

26.1B Note: 'having', 'knowing', 'being', etc. preceded by auxiliary verbs.

1. Stative verbs are those that have one ending for both the completive and the incompletive aspects of the verb. In other words, they are the verbs that lack the distinction between verb + /a/ and verb + /da/. See Notes 8A and 9A.

2. These verbs follow tense markers like /dá/ and /nã́/.

3. They never follow auxiliary verbs like /tõẽ/, /dátẽ/, or /nã́ã/.

26.1C Response Drill

Practice: 'having', 'knowing', 'being', etc. after certain verbs.

Directions: The student answers every question by saying 'No, but I can...', 'No but he can...'.

¿Yã́m tȧdà wákid kóbisì bí?	Áyò, la m tṍẽ m paamá wákid kóbisì béoogò.
¿Yã́m mi̇i la i kadẽg bí?	Áyò, la m tṍẽ m bangá á la mé zaábdã̀.
¿Nasaad silgá zìig zã́dà ká bí?	Áyò, la m tṍẽ n zaaga ne ká zaábdã̀.
¿A Ísak ya lígd sòab bí?	Áyò, la á tṍẽ n yi lígd sòab béoogò.
¿A Tembil tádàválìz bí?	Áyò, la á tṍẽ n paama valiz béoogò.
¿A Kúk míi yã́m zoawã bí?	Áyò, la á tṍẽ m bangá a la mé béoogò.
¿A Pók mi̇i kibáesà bí?	Áyò, la á tṍẽ m bangá b la me béeogò.
¿Dáwa Sékù táda móbil bí?	Áyò, la á tṍẽ m paamá móbil béoogò.
¿A Básàb míi tã́õsg̀ bí?	Áyò, la á tṍẽ m bangá tã́õsg̀ béoogò.
¿A Antoine ya kádẽ̀samb bí?	Áyò, la á tṍẽ n yi kadẽsamb béoogò.
¿Dáwa Tembil tádà kútweef bí?	Áyò, la á tṍẽ m paamá kútwèef béoogò.
¿Pága Madia yíidã̀ zã́dà ká bí?	Áyò, la á tṍẽ n zããga ka beoogo.
¿Pága Elizabet míi bíiga bí?	Áyò, la á tṍẽ m bangá á la béoogò.
¿Yã́m mi̇i Dáwa Basb bí?	Áyò, la m tṍẽ m bangá á la béoogò.
¿A Ísak tȧdà sébd bí?	Áyò, la á tṍẽ m paamá sébd béoogó.
¿Nebà zíig zã́dà ká bí?	Áyò, la b zíig tṍẽ n zããgá ká béoogò.
¿Tidẽ́wã̀ ziig zã́dà ká bí?	Áyò, la á tṍẽ n zããgá ká né béoogò.
¿Yã́m tȧdà lígd bí?	Áyò, la m tṍẽ m paamá lígd béoogò.
¿Yã́m mi̇i la á Kúk zákà bí?	Áyò, m ka mi ye, la m tṍẽ m bangá á la mé béoogò.

26.1D Transformation Response Drill

Practice: 'knowing', 'having', and 'being', as the only verb in a sentence and then as preceded by an auxiliary.

Directions: The instructor asks a question. Student A says 'No, but he can...'. Student A then asks the same question of Student B. Student B says 'No, but he wants to...'.

Instructor	Student A	Student B
¿A Kúk míi yã́m zoawa bí?	Áyò, la á tṍẽ m bangá á la mé.	
	¿A Kúk míi yã́m zoawa bí?	Áyò, la a dátẽ m bangá á la mé.
¿A Pók mi̍i kibáesà bí?	Áyò, la á tṍẽ m bangá á la mé.	
	¿A Pók mi̍i kibáesà bí?	Áyò, la á dátẽ m bangá á la mé.
¿Dáwa Tembil táda móbil bí?	Áyò, la á tṍẽ m paamá móbilì.	
	¿Dáwa Tembil tádà móbil bí?	Áyò, la á dátẽ m paamá á la mé.
¿A Básàb míi tã́õsg bí?	Áyò, la á tṍẽ m bangá á la mé.	
	¿A Básàb míi tã́õsg̀ bí?	Áyò, la á dátẽ m bangá á la mé.
¿Yã́m mi̍i la i kádẽ̀g bí?	Áyò, la m tṍẽ m bangá á la mé.	
	¿Yã́m mi̍i la i kádẽ̀g bí?	Áyò, la m dátẽ m bangá á la mé.
¿A Sékù tádà wákid kóbisì bí?	Áyò, la a tṍẽ m paamá á la mé.	
	¿A Sékù tádà wákid kóbisì bí?	Áyò, la a dátẽ m paamá á la mé.
¿A Ísak ya lígd sòab bí?	Áyò, la a tõ̀ẽ n yi lígd sòaba.	
	¿A Ísak ya lígd sòab bí?	Áyò, la a dátẽ n yi ligd soaba.

Instructor	Student A	Student B
¿Dáwa Tembil tádà válìz bí?	Áyò, la a tṍẽ m paamá válìza.	
	¿Dáwa Tembil tádà válìz bí?	Áyò, la a dátẽ m paamá válizà.
¿A Antoine ya kádẽ̀samb bí?	Áyò, la a tṍẽ n yí kádẽ̀sambá.	
	¿A Antoine ya kádẽ̀samb bí?	Áyò, la a dátẽ n yi kádẽ̀sambá.
¿Dáwa Kúk tádà kútweef bí?	Áyò, la a tṍẽ m paamá kútweefò.	
	¿Dáwa Kúk tádà kútweef bí?	Áyò, la a dátẽ m paamá kútweefò.
¿Pága Mádia yíidã̀ zã́dà ká bí?	Áyò, la á tõẽ n zaagá ká.	
	¿Pága Mádia yíidã̀ zã́dà ká bí?	Áyò, la a dátẽ n zaagá á la ká.
¿Pága Elizabet míi bíiga bí?	Áyò, la á tṍẽ m bangá á la mé.	
	¿Pága Elizabet míi bíiga bí?	Áyò, la á dátẽ m bangá á la mé.
¿Yã́m mìi Dáwa Basb bí?	Áyò, la m tṍẽ m bangá á la mé.	
	¿Yã́m mìi Dawa Basb bí?	Áyò, la m dátẽ m bangá á la mé.
¿A Ísak tàdà sébd bí?	Áyò, la á tṍẽ m paamá á la mé.	
	¿A Ísak tàdà sébd bí?	Áyò, la á dátẽ m paamá á la mé.
¿Nébà zíig zã́dã̀ ká bí?	Áyò, la b zíig tṍẽ n zããgá ká.	
	¿Nébàzíig zã́dã̀ ká bí?	Áyò, la b dátẽ n zããgá ká.
¿Yã́m tàdà lígd bí?	Áyò, la m tṍẽ m paamá lígd.	
	¿Yã́m tàdà lígd bí?	Áyò, la m dátẽ m paamá lígdì.

Comprehension Drill 1

Essence zìig pẽ́ yã́mbà ká, m zoa. A bée dáagà séaagẽ̀. Móbil gàdáz mé tṍẽ m paamá bé. Yá Dáwa Tembil lá essenceã̀ zíig sòaba. Dáwa Tembil tádà gádàz mé, m pás né móbil màanagde zíigà. Essence litd ya wákya yopoe.

Questions:

1. ¿Essence zìig pẽ́e yã̀mba ká bí?
   Ngée, a bée dáagà séaagẽ̀.
2. ¿Móbil gàdáz mé tṍẽ m paamá bé bí?
   Ngée, móbil gàdáz mé tṍẽ m paamá bé.
3. ¿Yá Dáwa Tembil la essenceã̀ zíig sòab bí?
   Ngée, yá Dáwa Tembil la essenceã̀ síig sòaba.
4. ¿A Tembil tádà gádàz mé bí?
   Ngée, a tádà gádàz mé.
5. ¿A tádà móbil màanagde zíig mé bí?
   Ngée, a tádà móbil màanagde zíig mé.
6. ¿Essence litd lígd yá wána?
   Essence litd lígd ya wákya yopoe.

UNIT 27

Basic Sentences

-Lókdè-	
kadẽsãmbá	teacher
Mam wúmà dádioẽ̀, ti yấm dꜝátẽ m mee kádn doogó.	I heard on the radio, that you want to build a school house.
Kadensãmba, mam wúmà dádioẽ̀, t yấm dꜝátẽ m mee kádn doog Kúlba.	Professor, I heard on the radio that you want to build a school in Kulba.
¿Yá sídà?	Is it true?
-Sékù-	
Ngée, yá sídà.	Yes, that's true.
-Lókdè-	
Mam yùud lá Lókdè.	My mame is Lokde.
Mam yá Hersent tuma kásma.	I am an official of the Hersent company.
¿Yấm sꜝấ dátà, tónd tốẽ m mee mé.	If you want, we can build it.
-Sékù-	
Tónd sꜝid dátà mé	We really want
Tónd sꜝid dátà nébà	We really want a person
Tónd sꜝid dátà néb sꜝẽ nấã m mee.	We really want some one who will build it.
¿Yấm tꜝõẽ n singá dábudè?	When can you begin?
-Lókdè-	
Béoogò, m nấã n waa yéel yã.	Tomorrow I'll tell you.

27.1A Repetition Drill

Illustration: The tones of the verb /nấã/.

Yấm nꜝấã m mee kádn doogó.	You will build a school.
Yấm mee kádn doogó.	You built a school.
Tónd wumda Mṍõdè.	We understand Moré.
Tónd nꜝấã n wuma Mṍõdè.	We will understand Moré.

Ub nã́ã n wuma Mṍõdè.	They will understand Moré.
A mée kádn doogó.	He built a school.
A nã́ã m mee kádn doogó.	He will build a school.
A ká nã́ã m mee kádn doog yé.	He won't build a school.
Tónd ka̍ nã́ã m mee kádn doog yé.	We won't build a school.

27.2A Repetition Drill

Illustration: The use of the verb /nã́ã/.

A Sékù nã́ã m mee kádn doogó.	Seku will build a school.
A Ísak nã́ã n ke̍ngà lógtòd yíidẽ̀.	Isaac is going to the hospital.
A Pók ka̍ nã́ã n dík taksí yé.	Poko is not going to take a cab.
Tónd na̍ã n kéngà tidẽ gadẽ.	We are going to the railroad station.
A Kúlg nã́ã n sã́ãmà kútweefã̀.	Kulga will wreck the bicycle.
Tónd ka̍ nã́ã n lóog tãõsg béoog yé.	We are not going hunting tomorrow.
A Kúk nã́ã n kẽ́sà válìzdambá.	Kuka will put the suitcases inside.

27.2B Repetition Drill

Illustration: The use of /nã́ã/ plus /wa/.

M nã́a n waa yeel yã́.	I intend to tell you.
Tidẽ nã́ã n waa kéngà Bóbò.	The train will have to go to Bobo.
A ká nã́ã n waa dii yé.	He does not intend to eat.
Tónd na̍ã n waa kelga dádiò.	We will have to listen to the radio.
M ká nã́ã n waa kadm béoog yé.	I will not have to study tomorrow.
A Pók na̍ã n waa kéngà dáagẽ̀.	Poko intends to go to the market.
Tónd na̍ã n waa zamsa kádngó.	We will have to learn the lesson.
Ub ká nã́ã n waa daa móbil yé.	They do not intend to buy a car.
A nã́ã n waa tuma mé.	He will have to work.
A nã́ã n waa kóosà a móbilã̀.	She plans to sell her car.
A nã́ã n kẽ́sà válìzdambá.	He must put the valises inside.
Yã́m na̍ã n waa díkà táksì.	You intend to take a cab.

27.2C Note: Proximate future: Indefinite future.

The verbal constructions /nã́ã/ and /nã́ã n waa/. /nã́ã/ indicates the proximate future and purpose. See Note 6B. It stands after the negative marker /ká/.

/nã́ã n waa/ indicates the indefinite future and purpose. The time referent of the indefinite future is rather vague and the probability of occurrence is much less than that of the proximate future. The proximate future most often translates, 'going to', 'will', but the indefinite future most often translates 'plan to', 'intend to'.

27.2D Transformation Response Drill

Practice: Use of /nã́ã/ in contrast to /nã́ã n waa/.

Directions: The instructor makes a statement saying that some one wants to do something. One student then asks another 'Is it true that so-and-so will do such-and-such?' The second student answers 'I don't know, but I think that he intends to do it.'

Instructor	Student A	Student B
A Pók dátẽ n koosa a móbilã̀.	¿Yá sídà tí a Pók nã́ã n koosa a móbilã̀ bí?	M ká mí yé, la m tẽ́dà mé tí a nã́ã n waa koosa á la mé.
A Básb dátẽ n waa ká.	¿Yá sídà tí a Básb nã́ã n waa ká bí?	M ká mí yé, la m tẽ́dà mé tí a nã́ã n waa waa mé.
Logtód a Sékù dátẽ n díkà sílgà n kéng Abigẽ́ã̀.	¿Yá sídà tí logtód a Sékù nã́ã n díkà silgà n kéng Abigẽ́ã̀?	M ká mi ye, la m tẽ́dà mé tí a nã́ã n waa kéngà mé.
Président dátẽ n gómà dádioẽ̀ dumda.	¿Yá dídà tí Président n nã́ã n gómà dádioẽ̀ dúnda?	M ká mí yé, la m tẽ́dà mé tí a nã́ã n waa gómà mé.
A Básb dátẽ n daa kútweefò.	¿Yá sídà tí a Básb nã́ã n daa kútweef bí?	M ká mí yé, la m tẽ́dà mé tí a nã́ã n waa daa mé.
A Elizabet dátẽ n kéngà Dápoì zaábdã̀.	¿Yá sídà tí a Elizabet nã́ã n kéngà Dapoi zaábdã̀ bí?	M ká mí yé, la m tẽ́dà mé tí a nã́ã n waa kéngà mé.
Abigẽ́ã sìlgã́ wata béoogò.	¿Yá sídà tí Abígẽ̀ã sìlga nã́ã n waa béoog bí?	M ká mí yé, la m tẽ́dà mé tí a nã́ã n waa waa béoogò.
Dáwa Antpine lebda Pádì béoogò.	¿Yá sídà tí a Antoine nã́ã n leba Pádì béoog bí?	M ká mí yé, la m tẽ́dà mé tí a nã́ã n waa leba mé.
A Pók dátẽ n zamsa Mṍõdè.	¿Yá sídà tí a Pók nã́ã nã́ã zamsa mṍõd bí?	M ká mí yé la m tẽ́dà mé, tí a nã́ã n waa zamsa á la mé.

Instructor	Student A	Student B
Ambassadeur dátẽ n gómà béoogò.	¿Yá sídà tí Ambassadeur nã́ã n gómà béoog bí?	M ká mí yé, la m tẽ́dà mé tí ub nã́ã n waa gómà mé.
A Pók yã́kà tómàtdamb zẽẽdẽ.	¿Yá sídà tí a Pók nã́ã n yã́kà tómàtdamb zẽẽdẽ?	M ká mí yé, la m tẽ́dà mé tí a nãã n waa yã́kà mé.
A Lókd dátẽ m mée kádn doogò.	¿Yá sídà tí a Lókd nãã m mée kádn doog bí?	M ká mí yé, la m tẽ́dà mé tí a nã́ã n waa mée mé.
A Pók dátẽ m boola lógtòde.	¿Yá sídà tí a Pók nãã m boola lógtòd bí?	M ká mí yé, la m tẽ́da mé tí a nã́ã n waa boola á la mé.

27.3A Repetition Drill

Illustration: A special use of /nã́ã/.

M wáa mé n nã́ã n gés yãm.	I came (in order) to see you.
M wáa mé n nã́ã n deem.	I came (in order) to have a good time.
M díkdà tídẽ̀ n nã́ã n kéng Bobó.	I am taking the train to go to Bobo.
M zómbà kútweefà n nã́ã n kéng Dapoyá.	I rode my bicycle to go to Dapoy.
A pákà dádio n nã́ã n kélg kibáesè.	He turned on the radio to hear the news.
A Kúlg wata mé n nã́ã n gés mam.	Kulga is coming to see me.
Tónd yi̍i Abigẽ́ẽ̀ n nã́ã n kéng Bobó.	We left Abidjan for the purpose of going to Bobo.

27.3B Note: Special use of /nã́ã/.

1. Each of the illustration sentences of drill 27.3A begins with a complete clause: subject + verb + object or complement, e.g.,

M wáa mé.
M díkdà tídè.
Tónd yi̍i Abigẽ́ẽ̀.

2. The verb /nã́ã/ has the same subject as the preceding verb, but this subject is not repeated.

3. When /nã́ã/ stands in this position, it is translated as 'in order to' or 'for the purpose of'.

4. /nã́ã/ indicates a future time in all positions. Sometimes it is a future to some previous past. It is only its translation into English which varies.

5. The verb following /nã́ã/ in this position appears as a stem only.

27.3C Transformation Response Drill

Practice: /nã́ã/ special use.

Directions: The instructor suggests an answer and then asks a question. The student responds to the question with the suggested answer. In other words, the instructor says, 'to have a good time. Why did you come?' The student then says 'I came to have a good time.'

Cue	Response
deema mé. ¿Ya bwẽ́ tí yã́m waa?	M wáa mé n nã́ã n deem.
tuma mé. ¿Ya bwẽ́ tí yã́m waa?	M wáa mé n nã́ã n tum.
kéng Bobo. ¿Ya bwẽ́ tí yã́m di̍kd tídẽ́?	M díkdà tídẽ̀ n nã́ã n kéng Bobó.
kelg kibáesè. ¿Ya bwẽ́ tí a Pók pak dádio?	A Pók paka dádio n nã́ã n kelg kibáesè.
kéng Bobo. ¿Ya bwẽ́ tí a Pók yí Abigẽ́ã̀?	A Pók yi̍i Abigẽ́ã̀ nã́ã n kéng Bobó.
tugṍ n daa móbilì. ¿Ya bwẽ́ tí a Kúk lóogà Abigẽ́ã̀?	A Kúk lóogà Ábigẽ̀ã̀ n nã́ã n tugṍ n daa móbili.
koos fuugu. ¿Ya bwẽ́ tí a Sékù dáa fúugù?	A Sékù dáa fúugù n nã́ã n koose.
tugṍ n tum. ¿Ya bwẽ́ tú a kéng búdoẽ̀?	A kéngà búdoẽ̀ n nã́ã n tugṍ n tum.
gómà Fídã̀sé. ¿Ya bwẽ tí b zams Fidã̀sé?	Ub zámsè Fídã̀sé n nã́ã n góm á.
dii a. ¿Ya bwẽ́ tí a Ísak yã̍k tomátã̀?	A Ísak yã̍kà tómatà n nã́ã n dí á.
kéngà Sablógò. ¿Ya bwẽ́ tí yã́m da̍t móbilì?	M dátà móbili nã́ã n kéng á Sablógò.

Cue	Response
daa kútweefò. ¿Ya bwẽ́ tí yã́m koos i móbilã̀?	M kóosdà m móbilã̀ n nã́ã n daa kútweefo.
puusa. ¿Ya bwẽ́ tí a bóol a Sékù?	A bóolà a Sékù n nã́ã n puusa.

27.4A Repetition Drill

Illustration: The future tense of 'having', being' and 'knowing'.

1.	Écolà bée dáagà séaagẽ̀.	The school is near the market.
	Écolà dá bee dáagà séaagẽ̀.	The school was near the market.
	Écolà nã́ã n na̍mà dáagà séaagẽ̀.	The school will be near the market.
2.	Mam yá lógtodè.	I am a doctor.
	Mam dá ya lógtodè.	I was a doctor.
	Mam nã́ã n waa yíi lógtodè.	I shall become a doctor.
3.	Pága Mádia tada wákid kóbisì.	Mary has one thousand francs.
	Pága Mádia dá tada wákid kóbisì.	Mary had one thousand francs.
	Pága Mádia nã́ã m paama wákid kobisì.	Mary will have one thousand francs.
4.	Écolà zíig zã́dà mé né daagã́.	The school is far from the market.
	Écolà zíig dá zã̍dà mé né daagã́.	The school was far from the market.
	Écolà zíig m nã́ã n waa zã́ãgà mé né daagẽ́.	The school will be far from the market.
5.	M ká mí yé.	I don't know.
	M dá ka̍ mí yé.	I didn't know.
	M nã́ã n waa bángà mé.	I will know.

27.4D Response Drill

Practice: The use of /nã́ã/ and /nã́ã n waa/ with stative verbs.

Directions: The instructor asks the student a question. The student always answers, 'No, but I will...', 'No, but he will, etc'.

Instructor	Student
¿Yã́m ya lógtod bí?	Áyò, la m nã́ã n waa yi logtode.
¿Pága Mádia tada wákid kóbisì bí?	Áyò, la a nã́ã n waa paamá wákid kóbisì.
¿Yã́m mii síd bí?	Áyò, la m nã́ã n waa bangá sídà.
¿Lécolã̀ zíig zã̃da mé né daagá bí?	Áyò, la a zíig nã́ã n waa zã́ãgà né daagã́.

Instructor	Student
¿Lécolà bee dáagà séaagẽ̀ bí?	Áyò, la a nãã waa bee daagã séaagẽ̀.
¿Yã́m mii mé bí?	Áyò, la m nã́ã n waa n bángà ála mé
¿Tammeta mii kádẽ̀samb bí?	Áyò, la a nã́ã n waa n bángà á la mé.
¿Yã́m bee ótelẽ̀ mwásã̀ bí?	Áyò, la m nã́ã n waa n wáa bé.
¿Logtód a Sékù tádà wálìz bí?	Áyò, la a nã́ã n waa n paama á la mé.
¿A Tembil yá lígd sòab bí?	Áyò, la a nã́ã n yíi á la mé.

27.5A Repetition Drill

M nã́ã n lebẽ́ m paamá wákid kóbisì béoogò.	I'll have another thousand francs tomorrow.
M ká nã́ã n lebẽ́ m paamá wákid kóbisì béoog yé.	I'll not have another thousand francs tomorrow.
A Sékù nã́ã n lebẽ́ n daa móbil mwásmwasà.	Seku will buy a car again right away.
A Sékù ká nã́ã n lebẽ́ n daa móbil mwásmwasã̀ yé.	Seku will not buy another car right away.
A Sékù lebẽ́ n nã́ã n daa móbil mwásmwasã̀.	Seku will buy a car again right away.
A Sékù ká nã́ã n lebẽ n daa móbil mwásmwasã̀ yé.	Seku will not buy another car right away.

Comprehension Drill

Kádẽ̀sambá Sékù dátẽ m mee kádn dóogò. A bóolà támmeta Lokde tí a wáa mé. Támmeta Lókd tumda Hersent. A yá Hersent kasma. Kádẽ̀sambá Sékù dátà mé tí a Lókd mee kádn dóogà Kúlba. Dáwa Lókd nãã n waa sóngà kádn dóogà méeb béoogò.

Questions:

1. ¿Kádẽ̀sambá Sékù dátẽ m mee kádn dóog bí?

   Ngée, a dátẽ m mee kádn dóogò.
2. ¿A bóolà támmeta Lókde tí a waa mee bí?

   Ngée, a bóolà támmeta Lókde tí a waa mee.
3. ¿Tammeta Lókd tumda yae?

   A túmdà Hersent.

4. ¿Támmeta Lókd yá Hersent kasm bí?

Ngée, a yá Hersent kasma.

5. ¿A Lókd nã́ã m mee kádn dóogà yae?

A nã́ã m mee á la mé Kúlba.

6. ¿A nã́ã n sóngà á méeb dáudé?

A nã́ã n síngà á méeb béoogò.

UNIT 28

Basic Sentences 1

-Sékù-

Né i zaábdè.	Good evening.
¿Yã́m waa mé bí?	Did you arrive?
¿Yã́m nã́ waa mé bí?	Did you just arrive?
¿Bí i kausa mé?	Did you stay a long time?
¿Bí i sẽ́ waa kausa mé.	Did you arrive a long time ago?
¿Yã́m nã́ n waa mé bí, bí i sẽ́ waa káusà mé?	Did you just arrive or have you been here a long time?

-Lókdè-

Áyò. m nã́ n tȧtà né yã́m móbilã̀.	No, I just came with your car.

Basic Sentences 2

-Lókdè-

zíig búgò	What place
¿Zíig búg la yã́m dȧt tí b mee?	Where do you want it to be built?

-Sékù-

Églisà séaagẽ̀.	Next to the church.
¿Yã́m nã́ã m mee wána?	For how much will you build?

-Lókdè-

Tónd sẽ̍ ká gẽ́ zíigã̀...	Since we have not seen the place...
Tónd sẽ̍ nã́ n ká gẽ́ zíigã̀...	Since we have not yet seen the place...
né doogá búdã̀	and the kind of building
Tónd sẽ̍ nã́ n ka yẽ́ zíigã̀ né doogá búdã̀, tónd nã̍ n ká tṍẽ n togs yã́ a lígd yé.	Since we have not yet seen the site and the kind of building, we cannot yet quote a price.

28.1A Repetition Drill

Illustration: The tonal properties of the proximity marker /nã́/.

Tónd wata mé.	We are arriving.
Tónd nã̍ n wata mé.	We are just beginning to arrive.
Tónd kadma mé.	We read.
Tónd nã̍ n kadma mé.	We have just read.
Ub ká wúmd Mõ̍õd yé.	They don't understand Moré
Ub nã́ n ká wúm Mṍõd yé.	They don't understand Moré yet.
Yã́m ka̍ túmd wu̍sog yé.	You don't work much.
Yãm nã̍ k ká túmd wu̍sog yé.	You have not yet begun working very much.

28.1B Note

The proximity marker /nã́ n/ is discussed in Note 7B. /nã́/ precedes the negative /ká/ or /pá/.

28.1C Repetition Drill

Practice: Distinction of /nã́/ and /nã́ã/.

Directions: The student repeats the instructor's statement and then says 'future' or ' not future' to indicate his comprehension.

Instructor	Student
Ub nã́ n ká wá yé.	not future
Ub ká nã́ã n wa yé.	future
A ká nã́ã n dík taksí yé.	future
A nã́ n ka dik taksí yé.	not future
M nã́ n ká kéng yé.	not future
M ká nã́ã n kéng yé.	future
Ub ká nã́ã n zams Mõõd yé.	future
Ub nã́ n ká n zams Mõõd yé.	not future
A nã́ n ká n gómd anglés yé.	not future
A ká nã́ã n góm anglés yé.	future
Ub nã́ã n waa mé.	not future
Ub nã́ã n waa mé.	future
A nã́ã n díkà táksì	future
A nã́ n díkà táksì.	not future
A nã́ n kéngà Bóbò.	not future

Instructor	Student
A nã́ã n kéngá Bóbò.	future
Ub nã́ã n zamsa Mõ̀õdè.	future
Ub nã́ n zamsa Mṍõdè.	not future

28.1D Alternate Substitution Drill

Insert the underlined portions in the preceding sentence.

1.	A nã́ n yíi mé.	He has just left.
2.	A nã́ã n yíi mé.	He is about to leave
3.	A nã́ã n waa mé.	He's coming right away.
4.	A nã́ n waa mé.	He just arrived.
5.	A nã́ n tuga sódè.	He has just left on a trip.
6.	A nã́ã n tugá sódè.	He's going to leave on a trip very soon.
7.	A nã́ã n waa gẽ́sà yã́m.	He's coming to see you very soon.
8.	A nã n waa gẽ́sà yã́m.	He has just come to see you.
9.	A nã́ n waa n yéelà yám.	He has just come to tell you.
10.	A nã́ã n waa yeela yã́m.	He's coming right away to tell you.

28.2A Repetition Drill

Illustration: Use of the particle /nã́/.

Ub nã́ n kéndà mé.	They are just beginning to leave.
Ub nã́ n kéngà mé.	They have just left.
Ub nã́ ká kéng yé.	They have not yet left.
Ub nã́ n ká kénd yé.	They are not yet leaving.
Ub nã́ n wata mé.	They have just begun arriving.
Ub nã́ n waa mé.	They have just arrived.
Ub nã́ n ká wá yé.	They have not yet arrived.
Ub nã́ n ká wát yé.	They have not yet begun to arrive.

28.2B Note

The particle /nã́/, its use

1. The preverbal particle /nã́/ indicates immediate past action.

2. When the completive form of the verb follows (stem + a), the action has just occurred.

3. When the incompletive form of the verb follows (stem - da), the action is just beginning to occur.

4. /nã́/ + negative + completive form of verb, means that the action has not yet occurred.

5. /nã́/ + negative + incompletive form of verb means that the action is not yet occurring.

28.2C Transformation Response Drill

Practice: Particle /nã́/ in negative sentences.

Directions: All of the following questions are contextually related. The situation is the following: We are all employees in the same school. The students play the part of the faculty. The instructor plays the part of the principal. The principal asks each employee whether the pupils /kadmbíisi/ are studying, working, etc. And each employee answers 'No, not yet...'.

Instructor	Student
¿Yãm kadmbíisã̀ lóogà mé bí?	Áyò, ub nã́ n ká lóog yé.
¿Ub síngà kádẽ̀g bí?	Áyò, ub nã́ n ká síng kadẽ̀g yé.
¿Yã́m kadmbíisã̀ déemdà mé bí?	Áyò, ub nã́ n ká déemd ye.
¿Ub túmdà mé bí?	Áyò, ub nã́ n ká túmd yé.
¿Yã́m kadmbíisã̀ zíndà mé bí?	Áyò, ub ná n ká zínd yé.
¿Ub díka b séb bí?	Áyò, ub nã́ n ká dík úb ye.
¿Ub zámsa b kadẽ̀g bí?	Áyò, ub nã́ n ká záms ub kádẽ̀g yé.
¿Ub bánga b kadẽ̀g bí?	Áyò, ub nã́ n ká báng ub kádẽ̀g yé.
¿Ub gómdà ánglès bí?	Áyò, ub nã́ n ká gómd anglés yé.
¿Kadmbíisã̀ kóotà tuum bí?	Áyò, ub nã́ n ká kóot tuumd yé.

28.2D Transformation Response Drill

Practice: /nã́/ in affirmative sentences.

Directions: All sentences are contextually related. Instructor and students discuss a mutual acquaintance, Kulga. To every inquiry of the instructor, the student answers that Kulga has just now done it, /nã́ + n + verb + mwásmwasã̀./.

Instructor	Student
¿A Kúlg yíi Bóboẽ̀ n waa bí?	Ngée, a nã́ n yíi Bóboẽ̀ n waa mwásmwasã̀.

Instructor	Student
¿A Kúlg kóosà a móbilà bí?	Ngée, a nã́ n kóosà a móbilã̀ mwásmwasã̀.
¿A Kúlg lóogà dáagẽ̀ bí?	Ngée, a nã́ n lóogà dáagẽ̀ mwásmwasã̀.
¿A Kúla díi mé?	Ngée, a nã́ n dii mwásmwasã̀.
¿A Kúlg dáa yíid bí?	Ngée, a nã́ n daa yíid mwásmwasã̀.
¿A Kúlg kóosà móbil bí?	Ngée, a nã́ n kóosà á la mé mwásmwasã̀.
¿A Kúlg pákà búdowà bí?	Ngée, a nã́ m paka á la mé mwásmwasã̀.
¿A Kúlg págà dóogà bí?	Ngée, a nã́ m paga á la mé mwásmwasã̀.
¿A Kúlg bóolà táksiwà bí?	Ngée, a nã́ m boola á la mé mwásmwasã̀.
¿A Kúlg kẽ́sà válizdàmbá bí?	Ngée a nã́´n kẽs úb la mé mwásmwasã̀.
¿A Kúlg sã́ãmà kútweefà bí?	Ngée, a nã́ n sã́ãmà á la mé mwásmwasã̀.

28.2E Response Drill

Practice: /nã́/ with imperfective verb endings.

Directions: The instructor asks the students if they see a particular object. They answer that they do since it is just beginning to leave.

Instructor	Student
¿Yã́m ge̍sà móbil bí?	Ngée, a nã́ n lóogdà mé.
¿Yã́m gẽ̍̀ tidẽ́wã̀ bí?	Ngée, a nã́ n lóogdà mé.
¿Yã́m gẽ̍̀ la a Kúlg bí?	Ngée, a nã́ n lóogdà mé.
¿Yã́m gẽ̍̀ nasaadsílgà bí?	Ngée, u nã́ n lóogdà mé.
¿Yã́m ge̍sà wéefã̀ bí?	Ngée, a nã́ n lóogdà mé.
¿Yã́m gẽ̍̀ logtód a Sékù bí?	Ngée, ub nã́ n lóogdà mé.
¿Yã́m gẽ̍̀ Pága Elizabet bí?	Ngée, a nã́ n lóogdà mé.

28.2F Response Exercises

Practice: Understanding Tenses.

Directions: The instructor will read a statement followed by several questions. The students will answer the questions as appropriately as possible. The questions are all designed to check the student's comprehension of the verb form.

1. A Kúlg gésdà móbilà tí a nã́ n loogdẽ.

Questions	Possible Response
¿Móbilã̀ lóogà mé bí?	Áyò, a nã́ n loogda mé.
¿Móbilã̀ lóogdà mé bí?	Ngée, a nã́ n loogda mé.
¿Móbilã̀ síngà lóogd bí?	Ngée, a nã́ n loogda mé.

2. Pága Elizabet nã́ã n kéngà ótelẽ̀ béoogò.

Questions	Possible Response
¿Pága Elizabet kéngà mé bí?	Áyò, a nã́ n ká kéng yé.
¿Pága Elizabet kéngdà mé bí?	Ngée, a nã́ã n kéngà mé.
¿Pága Elizabet síngà kénd bí?	Áyò, a nã́ n ká síng kénd yé.

3. Dáwa Tembil nã́ã n waa koosa a móbilà.

Questions	Possible Response
¿Dáwa Tembil kóosà a móbilã̀ bí?	Áyò, a nã́ n ká koos á yé.
¿Dáwa Tembil kóosdà a móbilà bí?	Ngée, a nã́ n koosda á la mé.
¿Dáwa Tembil nã́ã n koosa a m móbilà bí?	Áyò, m ká míi yé.
¿A dátẽ n koosa a móbilà bí?	Ngée, a nã́ã n waa koosa á la mé.

4. Kadmbíiga Ísak dá ká zámsd a kadong dád fã́ yé.

Questions	Possible Response
¿Kadmbíiga Ísak zamsa a kadong bí?	Áyò, a nã́ n ká záms á yé.
¿Kadmbíiga Ísak dá zamsda bí?	Áyò, a dá ká zámsd á yé.
¿Kadmbíiga Ísak dátẽ n waa zamsa kadong bí?	M ká míi yé.

5. A Kúlg ká nã́ã n kéng tum dúnda yé.

Questions	Possible Response
¿A Kúlg kéngà tum dúnda bí?	Áyò, a ká nã́ã n kéng tum dúnda yé.
¿A Kúlg kéngdà tuum dúnda bí?	Áyò, a ká kéngd tuum dúnda yé.
¿A Kúlg nã́ã n waa kéngà tuum dúnda bí?	Áyò, a ká nã́ã n waa kéng tuum dúnda yé.

6. ¿Kadẽsamb bee yae? A nã́ n ká wát yé.

Questions	Possible Response
¿Kadẽsamb wáa mé bí?	Áyò, a nã́ n ká wá yé.
¿Kadẽsamb wáta mé bí?	Áyò, a nã́ n ká wat yé.
¿Kadẽsamb nã́ã waa me bí?	M ká míi yé.
¿A gẽ́ kadesamb bí?	Áyò, a ká gẽ́ á yé.

7. ¿Yã́m da̍ da̍tẽ n gẽ tammeta bí? Ad á sẽ́ nã́ n watá.

Questions	Possible Response
¿Támmetã̀ dá waa m(é) bí?	Ayo, a dá nã̍ n ká wá yé.
¿Támmetã̀ wata mé bí?	Ngée, a dá nã̍ n watá mé.
¿Támmetã̀ waa mé bí?	Áyò, a nã́ n ká wá yé.

8. A Tembil nã́ã d díkà tídẽ̀ béoogã̀ n kéng Bobóẽ.

Questions	Possible Response
¿A Tembil díkdà tídẽ̀ béoog bí?	Ngée, a nã́ã n díkà tídẽ̀
¿A Tembil kéngdà Bóboẽ̀ béoog bí?	Ngée, a nã́ã n kéngà Bóboẽ̀ béoogò.
¿A Tembil díkà tídẽ̀ n kéng Bobóẽ̀ bí?	Áyò, a nã́ n ká dík tidẽ̀ n kéng Bobóẽ̀ yé.

9. Dáwa Sékù nã́ã n waa daa fúugù.

Questions	Possible Response
¿Dáwa Sékù daa fúugù bí?	Áyò, a nã́ n ká dáa fúug yé.
¿Dáwa Sékù dátẽ n waa daa fúug bí?	Ngée, a nã́ã n waa daa fúugù.
¿Dáwa Sékù dáadà fúug bí?	Áyò, a nã́ n ká dáad yé.

10. Pága Pók nã̍ã n kéngà a Sáblog béoogò.

Questions	Possible Response
¿Pága Pók ke̍ngdà a Sáblog bí?	Áyò, Pága Pók nã̍ n ká kéngd a Sáblog yé.
¿Pága Pók nã́ã n waa kéng a Sáblog bí?	Ngée, a nã́ã n waa kéng a Sáblogò.
¿Pága Pók kéngà a Sáblog bí?	Áyò, a nã́ n ká kéng a Sáblog yé.

11. A ísak yi̍tà lógtòd yíid dúnda zaábdã̀.

Questions	Possible Response
¿A ísak yi̍i lógtòd yíid bí?	Áyò, a nã́ n ká yí lógtòd yíid yé.
¿A ísak yi̍tà lógtòd yíid bí?	Ngée, a nã́ã n waa yí lógtòd yíidẽ̀.
¿A ísak nã́ã n yíi lógtòd yíidẽ̀ bí?	Ngée, a nã́ã n yíi lógtòd yíidẽ̀.

12. A John ká dátẽ n waa zams Mṍõd yé.

Questions	Possible Response
¿A John dátẽ n waa zamsà Mṍõd bí?	Áyò, a ká dátẽ n nã́ã n waa zams Mṍõd yé.
¿A John dátẽ n nã́ã n zamsá Mṍõd bí?	Áyò, a ká dátẽ n nã́ã n zams Mṍõd yé.

13. Tónd nã́ m paamá kádẽ̀sambá tóo. A wáa le̍colẽwã̀ záamè.

Questions	Possible Response
¿Yã́m paama kádẽ̀sambá tó bí?	Ngée, tónd nã̍ m paamá kádẽ̀sambá tó.
¿A wáa dábud-?	A nã́ n waa záamè.
¿Yã́m da̍ paama kádẽ̀sambá tó bí?	Áyò, tónd da̍ nã̍ n ká paam kádẽ̀sambá tó yé.

14. A Tembil nã́ n yã́kà kúmbawã̀ mwásmwasã̀.

Questions	Possible Response
¿A Tembil yã́kà kúmbawã̀ záamè bí?	Áyò, a nã́ n yã́k úb la mé mwásmwasã̀.
¿A Tembil dátẽ n yã́kà kúmbawã̀ bí?	Ngée, a nã́ n yã́k úb la mwásmwasã̀.

28.3A Repetition Drill

Illustration: Use of two markers: /dá/ and /nã́/.

M gésdà á la mé tí a nã́ n watẽ.	I see him (he is) just arriving.
M dá ge̍sdà á la mé, tí a dá nã̍ n watẽ.	I was watching him just as he was arriving.
A dá nã̍ n waa mé, tí m dá pa̍gd búdò.	He had just arrived when I was opening the office.
A dá nã̍ n lóogdà mé, tí mam dá tumdẽ m zẽ́ẽdẽ̀.	He was just leaving as I was working in my garden.

A dá nã̍ lóogà mé tí mam dá tumd m zẽ́ndẽ̀.	He had just left when I was working in my garden.
M nã́ n yã́kà kúmba tí a Ísak nã̍ n watẽ́.	I have just picked egg plant. Isaac is just arriving.
M dá nã̍ n yã́kà kúmba tí Ísak da̍ nã̍ n watẽ́.	I had just picked the egg plant when Isaac was arriving.
M dá nã̍ n yã́kdà kúmba tí a Ísaak dá watẽ́.	I was just picking the egg plant as Isaac was arriving.
M nã́ n yṍsgà lógtòd yíidẽ̀ tí a Sékù kẽ́dẽ.	I passed the hospital just as Seku was going in.
M dá nã̍ n yṍsgà lógtòd yíidẽ̀ tí a Sékù dá kẽ̍dẽ.	I had just passed the hospital as Seku was going in.
M dá nã̍ yṍsgdà lógtòd yíidẽ̀ tí a Sékù dá kẽ̍dẽ.	I was just passing the hospital when Seku was going in.

28.3B Note: Use of two particles: /dá/ and /nã́/.

1. /dá/ indicates past time. /nã́/ indicates immediacy.
2. One of them or both of them may precede the verb.
3. The main verb may be either perfective (verb + /-a/) or imperfective (verb + /-da/).
4. The word order is subject + da + nã + verb + complement or object.
5. The English equivalent might be the following:

Subject + past + immediate + verb

a.	A	dá	nã̍	n lóogdà mé.
	He	was	just	leaving
b.	A	dá	nã̍	n lóogà mé.
	He	had	just	left.

Comprehension Drill 1

Tónd tumda ká. M zoa Ísak né mam yá kádẽ̀bíisi. Tónd sẽ̍ waa ká, ya yúma tã̃b mwásã̀ la wótò. M zoa Kúk mé tumda ká, yẽ́nd ka̍ kádẽ̀bíig yé. A yá lógtòd tónd écolà púgẽ̀. Tónd kadẽ̀ doogá ya bedde. Kádẽ̀bíís píig m bée a púgẽ̀.

Questions:

1. ¿M zoa, yã́m tumda ká bí?
   Ngée, mam túmdà ká.
2. ¿Yã́m tumda bwẽ́ ká,
   Mam yá kádẽ̀bíiga.

3. ¿La yã́m zoawã yẽ?

   Mam zoawã mé ya kádẽ̀bíiga.

4. ¿Yã́m yu̍udè?

   Mam yúud lá a Jean.

5. ¿La yã́m zoawã yúudè?

   Mam zoawã yúud la a Ísakà.

6. ¿Yã́m sẽ̍ waa ká, ya yúmà wána?

   Tónd sẽ̍ waa ká, ya yúme á tããb muásã lá wótò.

7. ¿La yã́m zoa tówã̀ yẽ́?

   Bám mé túmdà ká.

8. ¿Ub yá kádẽ̀bíig bí?

   Áyò, ub yá lógtodè.

9. ¿Ub bée écolà púgẽ̀ ká bí?

   Ngée, ub bée écolã̀ púgẽ̀ ká.

10. ¿Yã́m kádẽ̀ doogã́ ya béede bí?

    Ngée, tond kádẽ̀ doogã́ ya bédde.

11. ¿Kádẽ̀bíis wána m bée a púgẽ̀?

    Kádẽ̀bíis píig m bée a púgẽ̀.

Comprehersion Drill 2

Kádẽ̀sambá Sékù dátẽ m mée kádẽ̀ doogó. A dátẽ̀ m mée kádẽ̀ doogá Kúlbà églisà séaagẽ̀. Dáwa Lókdè, tammetã, nã́ã m mée kádẽ̀ doogá. La a dátẽ̀ mẽ́ẽ n nã́ã m bang zíigã̀ mé doogó búudù. A Lókdè nã́ n ká tṍẽ n togs á lígd yé.

Questions:

1. ¿Kádẽ̀sambá Sékù dátẽ m mée kádẽ̀ doog bí?

   Ngée, a dátẽ m mée kádẽ̀ doogó.

2. ¿A dátẽ m mée kádẽ̀ doogã́ yae?

   A dátẽ m mée á la mé Kúlba égisà séaagẽ̀.

3. ¿Dáwa Lókd n nẫ̍ã m mée kádẽ̀ doogã́ bí?

   Ngée, Dáwa Lókd n nã́ã m mée kádẽ̀ doogã.

4. ¿A Lókd da̍tẽ m bangá zíigã̀ né doogá búud bí?

   Ngée, a dátẽ m bangá zíigã̀ né doogá búudu.

5. ¿A Lókd tṍẽ n togsa dóogà lígd bí?

   Áyò, a nã́ n ká tṍẽ n togs doogá lígd yé.

UNIT 29

Basic Sentences 1: While taking a walk near the market, Tembila starts a conversation with a child.

	-Tembila-	
¿Bíiga f yúudè?		What's your name, child?
	-Bíiga-	
Mam yúud lá a Nóaagà.		My name is Noaga.
	-Tembila-	
¿F kéndà yae wótò ne?		Where are you going like that?
	-Bíiga-	
Mam kúisà mé.		I'm going home.
Mam kúisà yíidẽ̀.		I'm going home.
	-Tembila-	
¿F ya Dáwa Básb bíig bí?		Are you Mr. Basba's child?
	-Bíiga-	
Áyò, mam ká Dawa Básb bíig yé.		No, I'm not Rawa Basba's child.
	-Tembila-	
¿F bá yúudẽ?		What's your father's name?
	-Bíiga-	
Mam bá yúud lá a Kúlga.		My father's name is Kulga.
	-Tembila-	
Ohõõ! Mam dá tẽda mé tí f dá ya Dáwa Básb bíiga!		Oh! I thought you were Rawa Basba's child!

Basic Sentences 2: Mr. Antoine, an automobile dealer, is introduced to Tiiba, a prince.

-Tembila-	
Monsieur Antoine, Nábiig a Tiib lá wótò ne.	Mr. Antoine, this is Prince Tiiba.
-Antoine-	
¿Laafí bee yã́mbà, Nábiiga?	How are you?
-Nabiiga-	
Tónd yaa laafí. ¿La yã́m yẽ́?	I'm fine, thank you, and you?
-Antoine-	
Áyò, tónd me̍ ya laafí balá. ¿Ya bwẽ́ lá yã́m da̍tà, Nabiiga?	I am fine also. What would you like?
-Nabiiga-	
Tónd da̍tẽ n daa móbilì.	I would like to buy a car.
-Antoine-	
¿Móbil bug buud la yã́m da̍tà?	What kind of car would you like?
-Nabiiga-	
Tónd da̍tà ub sẽ boonda soab tí Peugeot wã. ¿Yã́m koosda model beeddã wána?	I want what is called a Peugeot. For how much do you sell the big one?
-Antoine-	
Model beeddã lígd ya tus piiga. La tond nãã koosa a la ne yãm wakid tus a yopoe.	The big one is ten thousand. But I'll sell it to you for seven thousand.

29.1A Substitution Drill

Practice: Pronoun familiarization.

Cue	Response
Yã́m waa mé.	Yã́m waa mé.
Mam	Mam wáa mé.
Fo	F wáa mé.
A	A wáa mé.
Id	Id wáa mé.
I	I wáa mé.
Ub	Ub wáa mé.
Tónd	Tónd waa mé.
Yã́m	Yã́m waa mé.
Bám	Bám waa mé.
Mam	Mam wáa mé.
Fo	F wáa mé.
Yẽ́	Yẽ́ wa̍a mé.

29.1B Situation Exercise

Practice: The use of the familiar polite and honorific pronouns.

Directions: The instructor will describe a situation. Then he and a student will take part in a conversation enacting the situation. The student may give any answer at all to the questions asked of him. His only concern should be the proper use of the pronouns. No new vocabulary should be introduced in this drill.

1. Mam yá ambassadeur Nigeria. Yã́m waa ambassadẽ̀ nã̄ã̄ n dii ne mam. Ya zaábdà.

Suggested Questions	Possible Responses
Né i zaábdè!	Né i záabdè, Monsieur l'Ambassadeur.
¿Laafí bee yã́mbà?	Tónd ya láafi. ¿La yã́m yẽ́?
Tónd ya láafi balá.	
¿Ya bwẽ́ tum la yã́m tumda?	Mam yá támmeta.

2. Mam yá lógtodè. Yã́m ka̍ laafi ye. Yã́m nã̍ n waa m yíidẽ̀.

Suggested Questions	Possible Responses
Né i béoogò, m zoa.	Tónd ká laafi ye.
¿Yã́m ya laafí?	

Suggested Questions	Possible Responses
¿Ya wána?	Mam póoglgà mé.
¿Yã́m bwẽ́ tí yã́m maana wótò?	Mam lui né móbilì.

3. Mam lá nabiig a Básba. Mam wáa mé nã́ã n gés yãm. Yã́m boola mam.

Suggested Questions	Possible Responses
Né i yibeoogò.	Né i béoogò.
¿I yíbeoog ya laafí?	Tónd ya láafi balá. ¿La yã́m yẽ́?
Tónd ya láafi balá.	Mam sṹũd yá noog wúsgo yã́m sẽ̍ tṍẽ n waa ká wã.
Mam súud yá noog wúsga mam sẽ́ bee ká wã.	

4. Yã́m la̍ Nabiig Basba. Yã́m waa mé n nã́ã n ge̍s tond. Mám boola yãm.

Suggested Questions	Possible Responses
¿Yã́m la̍ Nabiig Básb bí?	Ngée, tónd la̍ Nabiig Basba.
¿Yã́m waa mé n nã́ã n gés tond bí?	Ngée, tónd waa mé n nã́ã n gés yãm.

5. Yã́m yi̍i mé n nã́ã n gés tenga poodẽ balá. Ya dẽ́ tí yã́m waa buls ká. Yã́m yi̍tà Wagdugu. Yã́m nã̍ n ká wá buls ká yé.

Suggested Questions	Possible Responses
¿Yã́m yi̍i mé n nã́ã n gés teng poodẽ bí?	Ngée, tónd yi̍i mé n nã́ã n gés n teng poodẽ.
¿Ya dẽ́ tí yã́m waa buls bí?	Ngée, ya dẽ́ tónd waa bulsa.
¿Yã́m yi̍tà yae?	Tónd yi̍tà Wagdugu.
¿Yã́m da̍ waa buls ká bí?	Áyò, tónd nã̍ n ká wá buls ká yé.

6. Yã́m sod yii neede. Yã́m ka̍ náms wúsg yé. Dakáddàm puusid yãm. Ub fã́ã ya láafi.

Suggested Questions	Possible Responses
¿Yã́m sod yii neede?	Ngée, tónd sod yii neede.
¿Yã́m ka̍ náms wusgo?	Áyò, tónd ka̍ náms wúsg yé.
¿Dakaddam ya laafi?	Ngée, ub yá laafi.

Comprehension Drill 1

Bíigã yuud lá a Nóaagà. A kuisa yíidẽ̀. Bíiga ká Dáwa Básàb bíig yé. A bá yúud la Kúlga. Dáwa Tembil dá tẽ̍dà mé tí bíiga ya Dáwa Básàb bíiga.

Questions:

1. ¿Bíiga yúude?
   A yúud lá a Nóaagà.
2. ¿A kúisà yíidẽ̀ bí?
   Ngée, a kúisà yíidẽ̀.
3. ¿A Noag ya Dáwa Básàb bíig bí?
   Áyò, a ká Dáwa Básàb bíig yé.
4. ¿A bá yúude?
   A bá yúud lá a Kúlga.
5. ¿A Tembil dá tẽ̍dà mé tí a yá a Básàb bíig bí?
   Ngée, a dá tẽ̍dà me tí a ya a Básàb bíiga.

Comprehension Drill 2

Monsieur Antoine ya mobil koaasa. A yẽẽ Nabiig Tiib dunda. Nabiiga Tiib yeela mé tí laafi bee b la mé. Nabiiga Tiib datẽ daa mobili. Ub tádà b sẽ́ boonda soab tí Peugeotwã. Ub dátà model beddã. Model beddã lígd yá tus piiga. La Dáwa Antoine nãã n koosa né ub tusa yopoe.

Questions:

1. ¿Monsieur Antoine maanda bwẽ́?
   Monsieur Antoine ya mobil koaasa.
2. ¿Monsieur Antoine gẽ Nabiiga Tiib dúnda bí?
   Ngée, a gẽ Nabiiga Tiib dunda.
3. ¿Nabiiga Tiib yeela mé ti b ya laaf bí?
   Ngée, ub yeela mé tí b ya laafi.
4. ¿Nabiiga Tiib dátẽ n daa bwẽ́?
   Ub dátẽ n daa móbilì.
5. ¿Ub dátẽ n daa móbil bwẽ buudu?
   Ub dátẽ n daa la b sẽ boonda soab tí Peugeotwã.
6. ¿Nabiiga Tiib data model bugo?
   Ub dátà model beddã.
7. ¿Model beddã ligd ya wána?
   Model beddã ligd ya tus piiga.
8. ¿La Dáwa Antoine nã́ã n koosa ne b wána?
   Dáwa Antoine nã́ã n koosa ne b tusa yopoe.

UNIT 30

Basic Sentences: Seku and Tembila run into each other in an open area in the center of town. It is /Mõõs kíbsà/, one of the principal holidays on which animal sacrifices are made for the repose of the souls of ancestors. Tembil wants to know if Seku has brought his entire family.

	-Tembila-	
I yéelà m bá Sékù!		Hello, Seku!
	-Sékù-	
Naabá.		Hello.
	-Tembila-	
¿Yấm waa mé?		Did you all come?
	-Sékù-	
Ngée, tónd waa mé.		Yes, we all came.
	-Tembila-	
¿Yấm waa né i bá bí?		Did you come with your father?
	-Sékù-	
Ngée, m bá mé waa mé.		Yes, my father came too.
	-Tembila-	
¿La i ma yế?		And your mother (herself)?
	-Sékù-	
Áyò, ub ká wá yé.		No, she didn't come.
	-Tembila-	
¿Bíigabadàmb waa mé?		Did your (father and/or paternal) uncles come?
	-Sékù-	
Ngée, la m tấõpà nấ n yíi Bobó n waa.		Yes, and my sisters have just arrived from Bobo.

	-Tembila-	
¿Ánda yaasɛ̃́ n waa né yã́m?		Who else came with you?
	-Sékù-	
m pógdba		my aunt (FaSi)
m bábilà		my uncle (FaYoBr)
m tã́õbilà		my younger sister
M pógdba, né m bábila, la né m tã́õbila n waa.		My aunt, my uncle and my younger sister came.
	-Tembila-	
¿Yã́m ya̍opà waa mé bí?		Did your brothers come?
	-Sékù-	
Áyò, ub bée dáagɛ̃̀ né m bákasmã.		No, they're at the market with my (older) uncle.
	-Tembila-	
Tónd tẽ̀da mé tí kibsa yi noog wúsgo dúnda.		I hope the holiday turns out very well (for us) today.
	-Sékù-	
Ntoo.		Agreed

GENERAL NOTES

30A /ub/ as polite reference.

Ub ká wá yé.

/ub/ is used for polite reference in both the singular and the plural, e.g., the sentences above, 'She didn't come'. See Note 1D.

30B Kinship Terminology

The system of classifying relatives used by speakers of Moré is quite different from that used by speakers of English and French. Consequently, translation of kinship terms can only be approximated. There is not sufficient space in this manual for a detailed discussion of social organization and kinship terminology. Interested students can read a standard orthorpological work, such as Murdock, G.P., Social Structure, Macmillan, New York, 1949.

Below is a list of the more common kinship terms, as used by the person on whose speech this manual is based. There is some variation of kinship terms from region to region. (Fa - father, Mo - mother, Br - brother, Si - sister, So - son, Da - daughter, Wi - wife, Hu - husband, Yo - younger, Ol - older, Pa - parents, Co - cousin, Ma - male, Fe - female).

bá, -dàmbá	Fa; (pl.) FaFa and/or FaBr
bábilà, * bábi(dàmbá)	FaYoBr, FaYoMaCo
bákasmà, -dàmbá	FaOlBr, FaOlMaCo
ma, -dámbà	FaWi, Mo, co-wife of Mo; (pl.) aunts
mabíla, * mabí(dàmbá)	MoYoSi, MoYoFeCo
makásmà, -dàmbá	MoOlSi, MoOlFeCo
pógdba, -dàmbá	FaSi, FaFaBrDa
pógdbbilà, * pógdbbi(dàmbá)	FaYoSi, FaYoFeCo
pógdbkasmà, -dàmbá	FaOlSi, FaOlFeCo
yásbà, -dàmbá	MoBr, MoMoSiSo, (pl.) MoPa
yásbbilà, * yásbbi(dàmbá)	MoYoBr, MoYoMaCo
yásbkasmà, -dàmbá	MoOlBr, MoOlMaCo
yáo, yáwà, -pà	Br, MaCo (parallel and cross)
yáobilà, yáobi(dàmbá)	YoBr, YoMaCo
yáokasmà,-dàmbá	OlBr, OlMaCo
tã́õ, tã́wà, -pà	Si, FeCo (parallel and cross)
tã́õbilà, * tã́õbi(dàmbá)	YoSi, YoFeCo
tã́õkasmà, -dàmbá	OlSi, OlFeCo
deembá, * deemdámbà	Pa in-law
saambá, * saamdámbà	FaBr; progenitor, ancestor
bíiga, * koambá	child, grandchild, offspring, descendant
bídiblà, * komdíblì	boy, young man, male child, son
bípuglà, * kompúglì	girl, young woman, female child, daughter
bíiga bádàmbá	Fa and FaBr
yáabà, dàmbá	grandfather, grandmother

Kinship terms are nearly always preceded by a possessive pronoun. The range of meaning of the terms listed above is even greater than given above, e.g., /pógdba/, 'classificatory FaSi', includes 'FaFaFaBrSoDa', etc.

/-kẽ́ẽmà/, 'be older', is also often used like /-kásmà/.

30C Diminutive

/-bílà/ is a diminutive.

It refers to someone younger or smaller: /m bábílà/ - my fater's younger brother. It refers to something small: /móbilbila/ - a small car. It is a term of endearment: /A Kúkbila/ - my dear little Kuka (Kuka honey).

30D Augmentative

/-kásmà/ is an augmentative.

It refers to someone older: /m bákasmã̀/ - my father's older brother.

30E Sex of Humans

/-díblà/, 'male', and /-púglà/, 'female', compound with various nouns referring to humans to mark masculine and feminine, e.g., /bídiblà/, 'boy', 'male child', and /bípuglà/, 'girl', 'female child'. The plural of /-díblà/ is /díblì/, of /-púglà/, /púglì/.

/póakà, *-pógsè/ is also used to indicate feminine in some compounds, e.g., /yáo/, is masculine and means, 'brother', but /yáopoakà/ is, 'sister'.

It is reported that /tã́õ/ is used for both sexes by some speakers, but the speaker used as a model herein had /tã́õ/ only as, 'sister'.

30.1A Repetition Drill and Supplementary Vocabulary

Illustration: Plural formation of certain nouns. The translations are rough.

m bá Sékù	my cherished and respected Seku
¿Bíigabadàmb waa mé?	Did your uncles come? (father's side)
¿La i ma yẽ́?	And your mother?
¿Bíigamàdámb waa mé?	Have your aunts arrived? (mother's side)
m bá kasmã	my older uncle (older than father)
m bá kasmdamba	my older uncles
m ma kásmã̀	my older aunt (older than mother)
m ma kásmdàmbá	my older aunts
m bá bílà	my younger uncle (younger than father)

m bá bíldàmbá	my younger uncles
M tã́õ waa mé.	My sister arrived. My female cousin came.
M tã́õpà waa mé.	My female relatives of my age came.
M tã́õ bílà waa mé.	My younger sister has arrived.
M tã́õ bíldàmbá waa mé.	My younger female relatives came.
M táo kásmà waa mé.	My older girl cousin arrived.
¿Yã́m ya̍o waa mé bí?	Did your male cousin of your age come?
¿Yã́m ya̍opà waa mé bí?	Did your male cousins come?
¿Yã́m ya̍o bílà waa mé bí?	Did you younger cousin arrived?
¿Yã́m ya̍o kásmà waa mé bí?	Has your older brother arrived?
¿Yã́m ya̍o bíldàmbá waa mé bí?	Did your younger male cousins come?
¿M pógdbà waa mé?	Did my aunt come? (father's side)
¿M pógdbdàmbá waa mé?	Did my aunts come? (father's side)
¿M yáo poaka waa mé bí?	Did my sister come?
¿M yáo pogse waa mé bí?	Did my sisters arrive?
¿M kẽ́ẽmà waa mé bí?	Has my elder relative arrived?
¿M bíigà waa mé bí?	Did my child come?

30.1B Note: Plural Formations, nouns referring to people.

Names of people form their plurals in two ways: (1) by adding the word /dámbà/ or (2) by using the suffix /-ba/ or /-pa/. Compound nouns always use /-dámbà/; simple nouns may use /-dámbà/. When /-damba/ follows a Moré word, it means 'people associated with' e.g., /bá bílà/ - uncle, /bá bíldambà/ - uncles. /dámbà/ is also the regular plural formation for borrowed foreign words. Simple nouns referring to people form their plurals by adding /-ba/ or /-pa/ to the stem. If the stem vowel is a diphthong, /ao/ or /ãõ/, the ending is /-pa/; elsewhere, it is /-ba/. Examples:

/págà/ -	woman
/págbà/ -	women
/yáo/ -	male cousin
/yáopà/ -	male cousins

30.1C Substitution Drill

¿Yã́m ba̍ yíi Pádiẽ̀ n waa la?	Your father has come back from Paris, hasn't he?
¿Yã́m ba̍bilà yíi Pádiẽ̀ n waa la?	Your uncle has come back from Paris, hasn't he?
¿Yã́m po̍gaba yíi Pádiẽ̀ n waa la?	Your aunt has come back from Paris, hasn't she?
¿Yã́m ya̍sbà yíi Pádiẽ̀ n waa la?	Your uncle has come back from Paris, hasn't he?
¿Yã́m makásmà yíi Pádiẽ̀ n waa la?	Your aunt has come back from Paris, hasn't she?
¿Yã́m ya̍wà yíi Pádiẽ̀ n waa la?	Your brother has come back from Paris, hasn't he?
¿Yã́m tã̍õbilà yíi Pádiẽ̀ n waa la?	Your sister has come back from Paris, hasn't she?
¿Yã́m ya̍okasmà yíi Pádiẽ̀ n waa la?	Your cousin has come back from Paris, hasn't he?
¿Yã́m tã́wà yói Pádiẽ̀ n waa la?	Your cousin has come back from Paris, hasn't she?
¿Yã́m ya̍abà yíi Pádiẽ̀ n waa la?	Your grandfather has come back from Paris, hasn't he?
¿Yã́m dembá yíi Pádiẽ̀ n waa la?	Your mother-in-law has come back from Paris, hasn't she?
¿Yã́m komdíblì yíi Pádiẽ̀ n waa la?	Your sons have come back from Paris, haven't they?
¿Yã́m kompúglì yíi Pádiẽ̀ n waa la?	Your daughters have come back from Paris, haven't they?

30.2A Transforamtion Drill

Repeat entire drill; then change to plural.

M yíid bee Wágdugẽ̀.	M yíi bee Wágdugẽ̀.
I yeelá.	I yeelbá.
Naaá.	Naabá.
M págà lóogà mé.	M págbà lóogà mé.
Yá m bíiga.	Yá m koambá.
Yá tónd sidá.	Yá tónd sidbá.
A págà dóogò.	Ub págà dótò.
Pág pákà a lívdè.	Págb pákà ub lívddàmbá.
M míi Wáyugìa.	Tónd mii Wáyugìa.
A gésà á la mé.	Ub gésa b la mé.
A yá Mṍãagà.	Ub yá Mṍõsè.
Pág dóogà mé.	Págb dóogà mé.

30.2B Transformation Drill

Change the following commands to the negative.

Kénge yã́	Dá ke̍nge yã́ yé
Kée yã́	Dá ke̍e yã́ yé
Waé yã́ mam yíidẽ̀.	Dá waé yã́ mam yíidẽ̀ yé.
Tumé yã́ dúnda.	Dá tumé yã́ dúnda yé.
Maané yã́ díibo n kṍ mã́.	Dá maané yã́ díibo n kṍ m yé.
Yeelé yã́ yaasá.	Dá yeelé yã́ yaas yé.
Kẽ́ẽse yã́ b fã́ã móbilàpúgẽ̀.	Dá kẽ̍ẽse yã́ b fãã móbilàpúgẽ̀ yé.
Báse yã́ i téed gádẽ̀.	Dá ba̍se yã́ i teed gádẽ̀ yé.
Daé yã lembúyà n kṍ mã́.	Dá daé yã́ lembúyà n kṍ m yé.
Peké yã́ fútù	Dá peké yã́ fút yé.
Depáse yã́ fútù.	Dá depáse yã́ fút yé.
Díke yã́ banána.	Dá díke yã́ bánan yé.

30.2C Transformation Drill

Change nouns to plural.

M bíiga dá bee Dákadẽ̀.	M koambá dá bee Dákadẽ̀.
A yáwà ya kádèmbíiga.	A yáopà ya kádèmbiisi.
Yã́m ba̍ yii Wagdúgẽ̀.	Yã́m ba̍dàmbá yii Wagdúgẽ̀.
I bábila ya koaasá.	I bábildamba ya koaasdba.
Ub bákasma ya kóada.	Ub bakasmdamba ya koadba.
Tónd yasbbila ya sodáagà.	Tond yasbbildamba ya sodáasè.
Bám po̍gdbbila ya kadẽsambá.	Bám po̍gdbbildamba ya kadẽsambdamba.
M ṕógdbkasmã máanda díibo.	M podgbkasmdamba maanda díibo.
A bidibla tumda silgaziigpugẽ.	A komdibli tumda silgaziigpugẽ.
M bipugla waa zaame.	M kompugli waa zaame.
Ub tã́wà ká wá yé.	Ub tã́õpà ká wá yé.
Yã́m ma dá daa fúugù.	Yã́m madámba dá daa fútù.

30.2D Transformation Drill

Change to negative.

A wáa dúnda.	A ká wá dúnda yé.
A yá m pógdba.	A ká m pogdb yé.
Ub bée daagẽ né m bá.	Ub ká bé daagẽ né m bá yé.
M págà gómdà Mṍõdè.	M págà ká gómd Mõõd yé.

F ya Dáwa Básb bíiga.	F ká Dáwa Básb bíig yé.
Tónd da̍tẽ n daa móbilì.	Tónd ka̍ dátẽ n daa móbil yé.
Bám boola á la mé.	Bám ká bóol á yé.
A Tembil nã́ã n koosa á la mé.	A Tembil ká nã́ã n koosa á yé.
A nã́ n zamsa Mṍõdè.	A nã́ n ká zams Mõõd yé.
Ub nã́ã n waa mé.	Ub ká nã́ã n wa yé.
Ub nã́ n waa mé.	Ub nã́ n ká wá yé.
Tónd si̍gà Central Hôtelẽ̀.	Tónd ka̍ síg Central Hôtelẽ̀ yé.

30.2E Transformation Drill

Change to imperfective.

Bóè máanà díibo.	Bóè máandà díibo.
M dá gómà Bámbarande.	M bá gómdà Bámbarande.
Bám waa Ábìgẽã.	Bám wata Ábìgẽã.
M mée yíidì.	M métà yíidì.
A bóolà á la mé.	A bóondà á la mé.
I bábila kéngà mé.	I bábila kéngdà mé.
Ub pógdbà gésà mé.	Ub pógdbà gétà mé.
A kélgà kíbàis dadíoẽ̀.	A kélgdà kíbàis dádioẽ̀.
M ká túm yé.	M ká túmd yé.
¿Yã́m bao pósta dòog bí?	¿Yã́m baoda pósta doog bí?
M kósà yã́m su̍gdì.	M kótà yã́m su̍gdì.
M ma dá daa fútù.	M ma dá daada fútù.

UNIT 31

Basic Sentences: Tembila, who is a farmer from Sablogho, has gone to Ouagadougou. There he speaks to the Minister of Agriculture in order to explain his situation. The greetings have already transpired...

-Ministre d'Agriculture-

kóo	cultivate, weed, farm
¿Yắm kóodà ziig bugo, Dáwa Tembila?	Where do you farm, Mr. Tembila?

-Tembila-

Mam kóodà á Sáblogò.	I farm in Sablogo.

-Ministre-

¿A Sáblogzìig zắdà mé ká bí?	Is your place in Sablogo far from here?

-Tembila-

Áyò, a ziig ká zắd né ká wúsg yé.	No, the place is not very far from here.

-Ministre-

buda	plant
¿Yắm buta bwẽ né bwẽ i ziiga púgẽ̀?	What sort of things do you plant on your farm?

-Tembila-

káafò, *kí	(a grain of) millet
kamáandè, -à	(a grain of) corn
mwífù, *mwí	(a grain of) rice
Mam bútà kí, kamáanà la mwí.	I plant millet, corn and rice.

-Ministre-

koóm	water
¿La yắm tada kóòm wúsg i ziiga púgẽ̀ bí?	And do you have enough water on your farm?

-Tembila-	
saagá, -sé	sky; rain, storm
níi	(to) rain
Ngée, saag sã́ níi, mam tádà kóom̀ wúsg á púgẽ̀.	Yes, after it's rained, I have a lot of water.
-Ministre-	
náafò, *níisì	cow
biisḿ	milk
¿La yã́m nìisã̀ kṍtà yã́m biisḿ bí?	And do your cows give you milk?
-Tembila-	
Ngée, ub kṍtà m la bíism̀.	Yes, they give me milk.
-Ministre-	
¿Yã́m tada bíisd i zaká pugẽ̀ bí?	Do you have sand in your house?
-Tembila-	
Ngée, m tádà bíisd wúsg n zákà púgẽ̀.	Yes, I have a lot of sand in my house.
-Ministre-	
to, *taaba	another, additional; parallel, like that
¿Yã́m data búm á to yaas bí?	Do you want anything else?
-Tembila-	
Áyò, m ká dát búm á to yaas yé.	No, I don't want anything else.
I bádkà.	Thank you.

USEFUL WORDS AND PHRASES

M nóngà dáam̀.	I like beer.
M nóngà bíed.	I like beer.
Kúgd lui kóom̀ púgẽ̀.	A rock fell into the water.
Zṍõg bee dáam̀ púgẽ̀.	There's a fly in the beer.
Zṍs bée zómẽ̀.	There are insects in the flour.
M dátẽ m paamá yamsm.	I want to get some salt.
M dátẽ m paamá súkdè.	I want to get some sugar.

M dátẽ m paamá kípaya.	I want to get some red peppers.
Silgá bee pémsmẽ̀.	There's a plane in the air. The airplane is in the air.
Silgá yíkdà pémsmẽ̀.	There's a bird flying in the air. The bird is flying in the air.
Pemsm bée mé.	There is wind. It is windy. The wind is blowing.
Pemsm wátà mé.	It's getting windy. The wind is starting to blow.
Saagá níidà mé.	It is raining.
Saag níi mé.	It (has) rained.

NEW WORDS

nóngà	like, love, be pleased (by)
dáam	alcoholic beverage, especially beer made from millet
bíed	beer (international kind)
kúgdì, -à	rock, stone
zṍãgà, -sè	insect, bug, fly
zóm	flour, meal
paama	get, obtain, have
yamsm	salt
súkdè	sugar
kípade, -yá	red peppers, pimento
pemsm	air, wind
yíkà	fly, soar

GENERAL NOTES

31A bwẽ né bwẽ

/bwẽ né bwẽ/ is used to ask, 'what sort, variety, or mixture of things'.

31B One usually asks questions from a favorable point of view. Thus the Moré equivalent of the following English sentences is:

Do you have enough water?	¿Yã́m tada kóom̀ wúsgo bí?
Do you need money?	¿Yã́m tada lígd wúsgo bí?

31C Mass Nouns

Most mass nouns end in /-m/ e.g., /koom̃/, '(some) water'. Some things that are considered mass nouns from the English or French point of view are plurals in Moré, e.g., /kamáandè/, 'a grain of corn', and /kamáanà/, '(some) corn'.

31D saag sã́ níi...

These are the most common forms of /saaga/ and /níi/. In the present, /saagá níidà mé/, 'It is raining', is the most common form. In the perfective, /saaga níi mé/, 'It (has) rained', is the most common form.

31E M tádà bíisd wúsg m zákà púgẽ̀.

Sand is a practical floor covering in many areas.

31.1A Repetition Drill

Illustration: /-ẽ̀/ vs. /-púgẽ̀/

m ziigã	my place
m ziiga púgẽ́	within my place
m ziigẽ	in/at my place
tónd zẽẽdã	our garden
tónd zẽẽda púgẽ̀	inside our garden
tónd zẽẽdẽ	in/at our garden
a móbilã̀	his car
a móbilà púgẽ̀	inside his car
a móbilẽ̀	in/at his car

31.2A Substitution Drill

Insert the underlined portions in the preceding sentence.

Biismá ya nóog wu̇gso.	The milk is very good.
Dáam ya nóog wu̇sgo.	The beer is very good.
Dáam bee zákà púgẽ̀.	The beer is in the house.
M bá kásmà bée zákà púgẽ̀.	My uncle is in the house.
M bádasmà zíig zákà né ká.	My uncle('s place) is far from here.
Ténkdòog zã̍dà né ká.	Tenkodogo is far from here.
A Sáblog ká zã́d né ká yé.	Sablogo is not far from here.

Bám yíidà ká zã́d né ká yé.	Their house isn't far from here.
Bám yi̍idà bée ótel seaagẽ́.	Their house is next to the hotel.
M vwátuudà bée ótelsèaagẽ̀.	My car is next to the hotel.
M vwátuudà bée bíis zu̍gẽ̀.	My car is sitting on the sand.
M zíi bíis zùgẽ.	I'm sitting on the sand.

31.2B Substitututtion Drill

Insert the underlined portions into the preceding sentences.

Mam tádà bíism̀ wúsgo.	I have a lot of milk.
Mam níisã̀ kṍtà m lá bíism̀ wúsgo.	My cows give me lots of milk.
M dá daa bíism̀ wúsgo.	I sold a lot of milk.
M dá daa lémbuyà wúsgo.	I sold a lot of oranges.
M dá koosa lébmuyà wúsgo.	I brought a lot of oranges.
M dá buda lémbuyà wúsgo.	I planted a lot of oranges.
M dá buda kí la mwí.	I planted millet and rice.
A nã́ m buda kí la mwi.	He has just planted millet and rice.
A nã́ã m buda kí la mwí.	He's going to plant millet and rice.
A nãã n ni̍i mè̍.	It's going to rain.
A nã́ã n kõ̍õ m la dáàm.	He's going to give me some beer.
A ká kṍ m dáam̀ yé.	He didn't give me any beer.

31.2C Substitution Drill

Insert the underlined portions into the preceding sentences.

Kooḿ bée bíisà púgẽ̀.	There is water in the sand.
Kooḿ bée bíisà zúgẽ̀.	There is water on/over the sand.
M zíi bíisà zugẽ.	I'm sitting on the sand.
M zii yám seaagẽ.	I'm sitting next to you.
Dáam bee yã́m seaagẽ.	The beer is next to you.
Dáam bee wúsgo.	There's plenty of beer.
M nóngà bíism wúsgo.	I like milk very much.
M nóngà m págà wúsgò.	I love my wife very much.
M nóngà táamà wúsgo.	I like karités very much.
M dátẽ n dii táamà wúsgò.	I am crazy about karités.
M dátẽ m paamá yamsm.	I want to get some salt.
M dátẽ̀ m paamá kipade.	I want to get some peppers.

31.3A Transformation Drill

Repeat each item; then change to plural.

Yá káafò	Yá kí
Yá kamáandè	Yá kamáanà
Yá mwífù	Yá mwí
Yá náafò	Yá níisì
Yá wéefò	Ya wíidì
Ya zákà	Ya zágsè
Yá pága	Yá págba
Yá lívdè	Yá lívddàmbá
Ya sílgà	Ya sílsè
Yá dáwa	Yá dáopà
Yá yíidè	Yá yíyà
Yá sóde	Yá sóyà
Ya súmdè	Ya súmà
Ya Mṍãgà	Ya Mṍõsè
Ya Ámèdikẽ́	Ya Ámèdikẽ́dàmbá
Yá búmbù	yá bṍõyà
Ya dóogò	Ya dótò
Ya kíbàde	Ya kíbaisè
Yá kóadà	Yá kóadbà
Ya kóasà	Ya kóasdbà

31.3B Transformation Drill

Change to present.

Mam kóo a Sablógò.	Mam kóodà a Sablógò.
Mam búdà kí la mwí.	Mam bútà kí la mwí.
Saag níi mé.	Saaga níidà mé.
A kṍõ m la bíism̀.	A kṍtà m la bíism̀.
M dá nongá dáam̀.	M nóngà dáam̀.
Zṍs da̍ bee zóm pugẽ̀.	Zṍs bee zóm pugẽ̀.
M dá da̍tẽ m paamá súkdè.	M dátẽ m paamá súkdè.
Pemsm wáa mé.	Pemsm wátà mé.
Bám yi̍i Wagdúgẽ̀.	Bám yi̍tà Wágdugẽ̀.
A wáa mé n nã́ã n gés yãm.	A wátà mé n nã́ã n gés yãm.
Ub dá ya láafi balá.	Ub yá laafí balá.
A yẽ́ẽ Nábiiga Tíib dúnda.	A yẽ́tà Nabíiga Tíib dúnda.

31.3C Response Drill

Answer the questions according to the underlined cues.

¿Virginia zìig zã́dà né Washington bí?

Áyò, Virginia zìig ká zã́d né Washington yé.

¿Yã́m tumda zíig bugo?

M túmdà dáagẽ̀.

¿Yã́m tada dáam̀ wúsg i ziiga púgẽ̀ bí?

Ngée, m tádà dáam̀ wúsg m ziiga púgẽ̀.

¿Yã́m koosda bwẽ́ né bwẽ́ dáagà púgẽ̀?

M kóosdà búm fã̍ã.

¿Yã́m ba̍bilà kṍõ i la lígd bí?

Ngée, zaamé m bábilà kṍõ m la lígdi.

¿Yã́m data búm á to yaas bí?

Ngée, m dátà yasmsm né.

¿Saagá nídà mé bí?

Áyò, saagá nã́ n ká níid yé.

¿Saagá nídà á silg yíidẽ̀ bí?

Ngée, saagá niida á silg yíidẽ̀ mwásã̀.

¿Yã́m ya̍okasmà bée yae mwásã̀?

M yáokasmà bée Pádiẽ̀ mwásã̀.

¿Neuilly zìig zã́dà né Pádì bí?

Ngée, Neuilly zìig zã́da né Pádì.

Comprehension Drill

Dáwa Tembil yá kóadà n bee Haute Voltaẽ̀. A zíi la á Sablóg né a págà. Dáwa Tembil né a pág tádà zíig béddè. Ub búdà kí ub zíigà púgẽ̀. Ub táda níis né píis mé. Saag sã́ níi, ub tádà kóom̀ wúsgo. Dáwa Tembil níisà kṍtà á la mé bíism. Dáwa Tembil tádà bíis wúsg a zákẽ̀.

Questions:

1. ¿Dáwa Tembil yá bwẽ́?

   Dáwa Tembil yá kóadà.

2. ¿A bée teng bugo?

   A bée Haute Voltaẽ̀.

3. ¿A zíi Haute Voltaẽ̀ zíi bugo?

   A zíi la á Sablógo.

4. ¿A zíi la a Sablóg né ándà?

   A zíi la a Sablóg né a págà.

5. ¿Dáwa Tembil né a págà tádà bwẽ́ a Sablógo?
Ub zii bedd a Sablógo.

6. ¿Ub butà bwẽ́´a púgẽ̀?
Ub bútà kí a púgẽ́.

7. ¿Ub tádà bwẽ́ né bwẽ́ yaasá?
Ub níis né píis mé.

8. ¿Saag sã níi ub tádà bwẽ́?
Saag sã́ níi ub tádà koom wúsgo.

9. ¿Dáwa Tembil níi sã́ kṍtà á la bwẽ́?
Dáwa Tembil nii sã́ kṍtà á la bíism̀.

10. ¿Dáwa Tembil níi sã́ kṍtà á la mé bíism̀ bí?
Ngée, a níi sã́ kṍtà á la mé bíism̀.

11. ¿Dáwa Tembil tádà bíisd a zákẽ̀ bí?
Ngée, a tádà bíisd wúsg a zákẽ̀.

UNIT 32

Basic Sentences: Kuka and Tembila talk about their old friend, Kulga.

-Kúkà-	
¿A Kúlg bee yae mwásà̃?	Where is Kulga now?
-Tembila-	
A bée Wáyùgiẽ.	He's in Ouahigouya.
-Kúkà-	
¿A túmdà bwẽ bé?	What's he doing there?
-Tembila-	
A yá lígd soabà̃ n bee bé. A tádà yíid bédd sẽ́ ya néede.	He's a rich man there. He has a big, beautiful house.
-Kúkà-	
¿A tádà bwẽ yaasá?	What else does he have?
-Tembila-	
leddá, -dambá	duck
búugà, -sì	goat
péesgò, -sì	sheep
nóagà, *nóosè	chicken
A tádà léddàmbá, nóosè, búusì, la píis me̍.	He has ducks, chickens, goats and sheep.
-Kúkà-	
¿A tádà níis la wíid mé bí?	Does he have cows and horses too?
-Tembila-	
Ngée, a tádà níis la wíid mé.	Yes, he has a lot of cows and horses.
-Kúkà-	
¿A Kúlg túmdà wúsg bí?	Does Kulga work a great deal?

-Tembila-

Áyò, a ká tád tu̍um wúsg yé.	No, he doesn't have much work.

-Kúkà-

¿La a máandà bwẽ?	And so, what does he do?

-Tembila-

baaga, -se	dog
A míi n kéngà dáagẽ̀ né a baaga.	He occasionally goes to the market with his dog.
A sṹũd yá noog wúsgo.	He's getting along fine.

USEFUL WORDS AND PHRASES

A zíi zíndìgẽ.	He is sitting in a chair.
A gẽ́ẽ gã́ãdìgẽ.	He is lying in bed.
A sóagà sóagdìga.	He fastened the button.
Níkemà Kampáod tádà nágdaoogò.	Old Mr. Campaode has a bull.
Níkemà Kampáod tádà wédsadgà.	Old Mr. Campaode has a mare.
Pogyã́ngà Kampáod pílgà mángòdò.	Old Mrs. Campaode peeled a mango.
Pogyã́ngà Kampáod fúkà nánguyà.	Old Mrs. Campaode shelled some peanuts.
A kéngà tã́õsgò.	He went hunting.
A kéngà wáls tã̀õsgó.	He went gazelle hunting.
A kéngà ýĩsà tãõsgo.	He went deer hunting.
A kúu wálgà.	He killed a gazelle.
A kúu weníisì.	He killed some buffalo.

NEW WORDS

zindígà, -sè	chair, seat
gẽ́ẽ	be in bed
gã́ãdigà, -sè	bed
soaga	attach, affix, fasten
sóadìga	button, fastener
nágdaoogò, -dò	bull
wedsádgà, -sè	mare
nikémà, *nikémsè	elderly gentleman
pogyã́ngà, *pogyã́ãsè	elderly lady

pila	roll up, fold up
pilga	unroll, unfold, peel
fuka	shell, husk
tã́õsgò, -sè	hunt(ing)
wálga, -sé	gazelle
yĩdé, -sá	deer
kúu	kill
weenáafò, -sì	buffalo

GENERAL NOTES

32A Word Order: location and time.

¿A Kúlg bée yae mwásã̀?

Words indicating location and time most often occur after the verb object, or after the verb if there is no object. Words indicating location occur before words indicating time, as in the sentence above, 'Where is Kulga now?'.

32B Multiple modifiers of nouns

A tádà yíid be̍dde sẽ́ ya néede.

If there are two or more modifiers with a noun, in most cases only one modifier occurs with the noun and the other modifiers occur in a subordinate clause, e.g., the sentence above, 'He has a big, beautiful house', literally, 'He has a big house which is beautiful'.

32C Instrument nouns

A sóagà sóadigà.

Instrument nouns, indicating 'the tool or instrument with which something is done', are derived from verb stems by the suffixes /-d/ and /-í/ plus the noun class suffixes /-ga/ and /-se/, e.g., in the sentence above, 'He buttoned the button', 'He fastened the fastener'.

32D Titles of great respect for elderly persons.

Níkemà Kampáode Pogyã́ngà Kampáode

Age is much respected among the Mossi, and elderly persons have high esteem everywhere. The titles /níkemà/, 'elderly gentlemen', and /pogyã́ngà/, 'elderly lady', reflect this deference and respect to age, and by no means indicate the levity or commonness found in English in, 'old man Jones', or

'Old MacDonald'. /níkemà/ or /pogyã́ngà/ plus the family name is used for elderly persons whom one does not know exceedingly well, but /níkemà/ or /pagyã́ngà/ plus a given name is used only by persons on familiar terms. Compare Note 4A.

32E Sex of animals

/-dáoogo/, 'male', and /-sádgà/, 'female', compounds with various nouns referring to animals to mark masculine and feminine, e.g., /weddáoogo/, '(male) horse', and /wedsádgà/, 'mare'. The plural of /-dáoogo/ is /-dáado/, of /-sádgà/, /-sádsè/.

32.1A Repetition Drill and Supplementary Vocabulary

Illustration: Plural formation of some nouns.

Dáwa Kúlg tádà níisì.	Kulga has cows.
Dáwa Kúlg tádà náaf a̍ yé.	Kulga has one cow.
A Kúlg tádà búusì.	Kulga has some goats.
A tádà búug á yé.	He has one goat.
A yíidà púgẽ̀ a tádà báasè.	He has dogs at home.
A yíidà púgẽ̀ a tádà báag á yé.	He has a dog at home.
Pága Pók dáa noagã.	Poko bought that chicken.
Pága Pók dáa noasã,	Poko bought those chickens.
Mam tádà zák a̍ yé.	I have only one house.
A tádà zágsè.	He has several houses.
Tãõsá Kúk kúu piisi.	Kuka, the hunter, killed several sheep.
Tãõsá Kúk kúu pesg á yí.	Kuka, the hunter, killed only one sheep.
Tenkódog tádà náblisi.	Tenkodogo has several princes.
Búls tadá nábliig á yé.	Boulsa has only one prince.
Dáwa Ísak da̍ tadá yúusì.	Isaac had several cats.
Mwásã̀ a tádà yúug a̍ yé.	Now he has only one cat.
Mam tádà nús á yi.	I have two hands.
Daagá bee núg goabgá.	The market is on the left hand.
Mam yẽ́ẽ Silmiisã.	I saw those Fulas.
A yẽ́ẽ Silmiigã.	He saw that Fula.
Dáwa Básb tádà zíisì.	Basba has several places (property).
A tádà zíigà.	He has a piece of property.

Koomá pugẽ̀ zṍõs bee mé.	There are some flies in the water.
Koomá pugẽ̀ zṍãg á yí bée mé.	There is a fly in the water.
Pága Pók dáa sáasè.	Poko bought brooms.
A dáa sáag á ye.	She bought only one broom.
Dáwa Sékù tádà násàd sílì.	Seku has several airplanes.
A tádà násàd sílg á yé.	He only has one plane.
Dáwa Kúlg tádà níisì.	Kulga has some cows.
A tádà náafò.	He has a cow.
Tónd tada báase.	We have some dogs.
A tádà báagà.	He has a dog.
Sáagà níidà mé.	It's raining.
Mam tádà síbga m yíidẽ̀.	I have a grapevine at home.
A Kúk tádà síbsi a yíidẽ̀.	Kuka has some grapes at home.

32.1B Note: Plural Formations. Nouns of Action.

Most of the nouns presented above end /-ga/ in the singular and in /-se/ in the plural. Therefore they belong to the class we shall call /-ga -se/. Generally, this can be considered the action class. The nouns that belong to this class refer to things that move, to places where action occurs, and to actions themselves.

The nouns of the previous exercise show one regular phonetic alternation. When the stem vowel is /u/ or /i/, the plural ending /-se/ becomes /-si/.

A few of the above nouns straddle two classes. In the plural they are moving objects: /niisi/ - cows, /piisi/ - sheep, and /nusi/ - hands. The singular endings of these nouns, hwoever, draw attention to a different charactistic which will be explained later.

This classification and the following ones are intended to be aids to learning and observation. They cannot, of course, predict the classification of nouns. The foreigner's idea about the outstanding characteristic of any object does not necessarily correspond to the native speaker's idea of the same. Furthermore, the 'meanings' of the endings are implicit from the native speaker's point of view. He has a feeling that a given noun should have a given ending. And he is right. No deccription can adequately cover groups of words which experience shows us must all belong together.

32.1C Response Drill

Practice: Plural formation of certain nouns.

Directions: All sentences of the drill relate to the first or topic sentence: /Níkemà Kampáod dá tada zíigà./, 'Old Mr. Campaode has a farm'. The instructor gives the name of an animal. The student says that Old Mr. Campaode had some such animals on his farm, or /Níkemà Kampód dá tada.......zíigẽ̀./

Níkemà Kampáod dá tada zíigà.

Instructor	Student
náafò	Níkemà Kampáod dá tada níis a zíigẽ̀.
búuga	Níkemà Kampáod dá tada búus a zíigẽ̀.
báaga	Níkemà Kampáod dá tada báas a zíigẽ̀.
nóagà	Níkemà Kampáod dá tada noosi a zíigẽ̀.
zaká	Níkemà Kampáod dá tada zágs a zíigẽ̀.
péesgò	Níkemà Kampáod dá tada píis a zíigẽ̀.
yuugá	Níkemà Kampáod dá tada yúus a zíigẽ̀.

32.1D Response Drill

Practice: Plural formation of certain nouns and definite vs. indefinite nouns.

Directions: All sentences of the drill are related to the first or topic sentence: /Níkemà Kampáod dá yẽ̍ẽ píis Wágdugẽ̀./ 'Old Mr. Campaode had seen some sheep in Ouagadougou. The instructor gives the noun. The student says that Campaode had seen some such things in Ougagdougou.

Instructor	Student
a zíigà	Níkemà Kampáod dá yẽ̍ẽ a zíis Wágdùgẽ.
Silmíigà	Níkemà Kampáod dá yẽ̍ẽ Sílmìis Wágdùgẽ.
Silmíigã̀	Níkemà Kampáod dá yẽ̍ẽ Sílmìisa Wagdúgẽ̀.
kadembíiga	Níkemà Kampáod dá yẽ̍ẽ kádèmbíis Wágdùgẽ.
kadembíigã̀	Níkemà Kampáod dá yẽ̍ẽ kádèmbíisà Wágdùgẽ.
naafó	Níkemà Kampáod dá yẽ̍ẽ níis Wagdúgẽ̀.
naafóã̀	Níkemà Kampáod dá yẽ̍ẽ níisà Wágdùgẽ.
búugà	Níkemà Kampáod dá yẽ̍ẽ búus Wagdúgẽ̀.
búugã̀	Níkemà Kampáod dá yẽ̍ẽ búusã̀ Wágdùgẽ.
báaga	Níkemà Kampáod dá yẽ̍ẽ báas Wagdúgẽ̀
báagã̀	Níkemà Kampáod dá yẽ̍ẽ báasà Wágdùgẽ.
nóagà	Níkemà Kampáod dá yẽ̍ẽ nóos Wagdúgẽ̀.

Instructor	Student
nóagã̀	Níkemà Kampáod dá yꜜẽẽ nóosã̀ Wágdùgẽ.
péesgò	Níkemà Kampáod dá yꜜẽẽ píis Wagdùgẽ.
péesgoã̀	Níkemà Kampáod dá yꜜẽẽ píisà Wágdùgẽ.
Moagá	Níkemà Kampáod dá yꜜẽẽ Mṍõs Wágdùgẽ.
Moagã	Níkemà Kampáod dá yꜜẽẽ Mṍõsà Wágdùgẽ.
nabíiga	Níkemà Kampáod dá yꜜẽẽ nábìis Wágdùgẽ.
nabíigã̀	Níkemà Kampáod dá yꜜẽẽ nábìisa Wágdùgẽ.
yuuga	Níkemà Kampáod dá yꜜẽẽ yúus Wágdùgẽ.
yuugã	Níkemà Kampáod dá yꜜẽẽ yúusà Wágdùgẽ.
zakã̀	Níkemà Kampáod dá yꜜẽẽ zágsà Wágdùgẽ.
daagã́	Níkemà Kampáod dá yꜜẽẽ dáasà Wágdùgẽ.
báaga	Níkemà Kampáod dá yꜜẽẽ báas Wágdùgẽ.
zṍãgã̀	Níkemà Kampáod dá yꜜẽẽ zṍãsà Wágdùgẽ.
yuugã	Níkemà Kampáod dá yꜜẽẽ yúusà Wágdùgẽ.
noagã	Níkemà Kampáod dá yꜜẽẽ nóosà Wágdùgẽ.
báaga	Níkemà Kampáod dá yꜜẽẽ báas Wágdùgẽ.
sibga	Níkemà Kampáod dá yꜜẽẽ síbs Wágdùgẽ.
soddáagã̀	Níkemà Kampáod dá yꜜẽẽ sóddàasa Wagdúgẽ.

32.2A Substitution Drill

Illustration: /míi/ as the first of two verbs with one subject.

A míi n kéngà dáagẽ̀.	He used to go the market.
A míi n kéngdà dáagẽ̀.	He often goes to the market.
A míi n tuma mé.	He used to work.
A míi n tumda dád fã.	He usually works every day.
A míi n tumda dáagẽ̀.	He regularly works at the market.
A míi n tuma dáagẽ̀.	He used to work in the market.
A míi n kadma dád fꜜãã.	He used to read every day.
A míi n kadmda dád fꜜã.	He usually reads every day.
A míi n daa bánanadàmbá.	He used to buy bananas.
A míi n daada bánanadàmbá.	He habitually buys bananas.
A míi n buda kamáanà.	He used to plant corn.
A míi n buta kamáanà.	He regularly plants corn.

32.2B Note

/mii/ as the first of two verbs of a subject has specialized meanings as shown in Note 24A. /míi n/ with a perfective verb means, 'used to', or 'did now and then', e.g., /A míi m kéngà mé/, 'He used to go', but /mii n/ with an imperfective means, 'often', 'habitually', or 'regularly', e.g., /A míi n kéngdà mé/, 'He goes often'.

32.2C Substitution Drill

Pogyã́ngà Kampáod fúkdà kámaanà.	Mrs. Campaode is husking corn.
Pogyã́ngà Kampáod pílgdà bánandambà.	Mrs. Campaode is peeling bananas.
Pogyã́ngà Kampáod tádà níis á tã́ã.	Mrs. Campaode has three cows.
Pogyã́ngà Kampáod kóosà nóosads á naase.	Mrs. Campaode sold four hens.
Pogyã́ngà Kampáod tádà yíid be̍dde sẽ́ ya néede.	Mrs. Campaode has a big, beautiful house.
Pogyã́ngà Kampáod dá ka̍ tád níisì la léddàm wúsg yé.	Mrs. Campaode didn't used to have a lot of ducks and sheep.
Pogyã́ngà Kampáod zii zíndigẽ̀.	Mrs. Campaode is sitting in a chair.
Pogyã́ngà Kampáod gẽ́ẽ mé.	Mrs. Campaode is (already) in bed.
Pogyã́ngà Kampáod dátà nánguyà.	Mrs. Campaode wants some peanuts.
Pogyã́ngà Kampáod kéngà mé n nã́ã n túgõ n daa sóogdsè.	Mrs. Campaode went to buy some buttons.

32.3A Transformation Drill

Change to negative past with /dá/.

A bée bé.	A dá ka̍ bé ye̍.
A tádà yíid béede.	A dá ka̍ tád yi̍id bédd yé.
Mam kóodà á Sáblogò.	Mám dá ka̍ kóod á Sáblog ye̍.
Yã́m tada kóom̀ wúsgo.	Yã́m da̍ ka̍ tád kóom̀ wúsg yé.
M nóngà dáam̀.	A dá ka̍ nóng da̍am yé.
Sáag níi mé.	Sáag dá ka̍ níi yé.
M dátẽ̀ m paamá súkdè.	M dá ka̍ dátẽ̀ m paam súkd yé.
Yã́m waa né i bá.	Yã́m da̍ ká wá né i bá yé.
Bám ku̍isà yíidẽ̀.	Bám da̍ ká kúis yíidẽ̀ yé.
M dóogà Wágdugẽ̀.	M dá ka̍ dóog Wágdugẽ̀ yé.
Yá sídà.	Da ká si̍d yé.
M wúmà mé.	M dá ka̍ wúm ye̍.

Comprehension Drill 1

A Kúlg bée Wáyùgiẽ. A yá lígd soabã̀ n bee bé. A tádà yíid bedde sẽ́ ya néede. A tádà léddàmbá, búusì, píisì, nóosè, níisì, la wíid mé. A Kúlg ká tumd wúsg yé. A míi n kéngà dáagẽ̀ né a báaga. A sṹũd yá noog wúsgo.

Questions:

1. ¿A Kúlg bée yae?

   A bée Wáyùgiẽ.

2. ¿A yá ligd soab n bée be̍ bí?

   Ngée, a yá ligd soab n bée bé.

3. ¿A tádà yíid bedd sẽ́ ya néed bí?

   Ngée, a tádà yíid bedd sẽ́ ya néede.

4. ¿A Kúlg tádà bwẽ yaasa?

   A tádà léddàmbá, búusì, píisì, la nóos mé.

5. ¿A tádà níis la wíid mé bí?

   Ngée, a tádà níis la wíid mé.

6. ¿A Kúlg túmdà wúsg bí?

   Áyò, a ká túmd wúsg yé.

7. ¿A míi n kéngà dáagẽ̀ né a báag bí?

   Ngée, a míi n kéngà dáagẽ̀ né a báaga.

8. ¿A sṹũd yá noog wusg bí?

   Ngée, a sṹũd yé noog wúsgo.

Comprehension Drill 2

Dáwa Kúlg dá tada báagà. A dágẽ̀ m boondá báagà tí a zóa Wésà. A Wés dá ya báag bílf sẽ́ ya néede. A Wés da̍ no̍ngà kóamb wúsgo. A míi n deemdá né koambá. A Wés da̍ mi̍i n kengá tã́õsg né Dáwa Kúlga.

Questions:

1. ¿Dáwa Kúlg dá tada bwẽ?

   Dáwa Kúlg dá tada báagà.

2. ¿A dágẽ̀ m boondá a báagã̀ tí a bwẽ?

   A dágẽ̀ m boondá a báagã̀ tí a zóa Wésa.

3. ¿A Wés da̍ ya báag bílf bí?

   Ngée, a dá ya báag bilf sẽ́ ya néede.

4. ¿A Wés da̍ no̍ngà kóamb bí?

   Ngée, a dá no̍ngà kóamb wúsgo.

5. ¿A míi n deemdá mé né koamb bí?

   Ngée, a míi n deemdá mé né koambá.

6. ¿A Wés da̍ mi̍i n kengá tã́õsg né ándà?

   A dá mi̍i n kengá tã́õsò né Dáwa Kúlga.

UNIT 33

Basic Sentences: A Tembil kéngà mé n nấã n tugõ n gésà lógtòde.

	-Tembila-	
Logtódè, m wáa mé n nấã n gés yãm!		Doctor, I came to see you.
	-Logtódè-	
¿Ya wána?		What's the matter?
	-Tembila-	
Laafí ká bé mam yé.		I don't feel well.
	-Logtódè-	
zaba		hurt, be painful, suffer, have a fever
¿Ya yấm bwẽ n zábdà?		What is it that hurts you (so)?
	-Tembila-	
Mam zúg ne̍ m púg n zábdà.		My head *and my stomach hurt!*
	-Logtódè-	
¿Yấm sũ̍ũda ká zábd lá?		Doesn't your chest hurt?
	-Tembila-	
nífò, *nínì		eye
Áyò, la m nínà zábdà mé.		No, but my eyes hurt.
	-Logtódè-	
bấãga, -sé		sickness, disease
¿Yấm bã̍ãga singa dábudè?		When did your illness begin?
	-Tembila-	
Zaamé zaábdè.		Last night.

-Logtódè-

tiim̍, *titó	medicine
Ad tíim̀.	Here is some medicine.
Ya tíim su̍ngò.	It's good.

-Tembila-

I bádk wu̍sgo.	Thank you very much.

USEFUL WORDS AND PHRASES

Bám yũ̍ũdà tíimà.	They drink the medicine.
Bám yũ̍ũdà sígàɑe.	They smoke a cigar.
Túulg tada mám.	I'm hot.
Wógd tada mám.	I'm cold.
Kóm tada mám.	I'm hungry.
Koyṹũd tada mám.	I'm thirsty.
Mam yáe mé.	I'm tired.
Mam wúbà mé.	I vomited.
A kíi mé.	He is dead.
A kíità mé.	He is dying.
A tádà púgà.	She is pregnant.
M wã́ãgà núg ditgò.	I cut my right hand.
M wã́ãgà núg goabgá.	I cut my left hand.
Tónd ke̍ndà né d náwà.	We are going on foot.

NEW WORDS

yṹũ	drank, smoked
sigáde, -yá	cigarette, cigar, tobacco
túulgò	heat
wógdò	cold
kóm	hunger, famine
koyṹũdu	thirst
yáe	be tired/fatigued
wóbà	vomit
kii	die
wããga	cut
núgù, -sì	hand
ditgó	right (opposite left)

goabgá	left (opposite right)
náodè, *náwà	sole

SUPPLEMENTARY VOCABULARY

koabg lá yímbdè	101
koabg lá písì lá yímbdè	121
kóbsì	200
kóbs tã	300
kóbs náasè	400
kóbs nú	500
kóbs yoobé	600
kóbs yopoe	700
kóbs níì	800
kóbs wáe	900
túsdì	1000
túsa yi	2000
túsa tãã	3000

GENERAL NOTES

33A Emphatic sentences

¿Ya yẫm bwẽ n zábdà?!
Mam zúg ne̍ m púg n zábdà!
Áyò, la m nínà zábdà mé.

In most cases, /mé/ occurs after a verb if there is no object or complement, e.g., the third sentence above, 'No, but my eyes hurt'. See Note 2F. This is the usual or favorite sentence type, but certain types of emphatic sentences do not have /mé/ after a verb even if there is no object or complement. The second sentence above without /ya/ is somewhat more emphatic, i.e., 'My head and my stomach hurt!' Such a sentence is an elliptical or shortened form of a sentence with /ya/, as shown by the connective /n/ and lack of /mé/. With /ya/, a sentence is even more emphatic, e.g., the first sentence above, 'What is it that hurts you so?'

33.1A Repetition Drill and Supplementary Vocabulary

Illustration: Noun plurals

Singular	Plural	Glossary
zóobgò	zóobdò	hair of head
nífù	nínì	eye
yŏ́ŏde	yŏ́ya	nose, nostril
tubdé	tubá	ear
yĕ́ndè	yĕ́nà	tooth
kŏbgó	kŏbdó	body hair
sŭ́ŭdi	sŭ́ya	heart, chest, upper torso
pugá	pusí	stomach, intestinal area, middle torso
taodé	tawá	lower torso
núgù	núsì	arm, hand
núgbila	núgbi	finger
kadgá	kadsé	leg, foot
náodè	náwà	sole
náobila	náobi	toe
poodé	pooyá	back
zúgù	zútù	head
nóodè	nóyà	mouth
zilmdé	zilmá	tongue
kokódè	kokóyà	neck

33.1A Note: Plural Formations: Nouns of result and nouns of enclosure.

The Repetition Drill above presents two noun classes: /-de -a/ and /-go -do/. The first class refers generally to results of actions and to small things. Some of the names in this class are some parts of the body, fruits, small plants and animals, names of languages. Fruits are 'results' of plants with the same name, and languages are the 'results' of the people who speak them.

The second class refers to nouns whose outstanding characteristic is that they are encasements, coverings or expanses. They often have the additional quality of an extractable content.

Some regular phonetic changes apply to the stems and endings. An ending in /-o/ changes to /-u/ when preceded by /u/ or /i/ in the stem. An ending in /-e/ changes to /-i/ when preceded by /u/ or /i/ in the stem. Thus /sŭ́ŭdi/

and /poodé/ belong to the same noun class. /zúgù/ and /zóobgò/ also belong to the same class. When the plural ending /-a/ occurs immediately after a vowel, it is pronounced /-ya/.

33.2A Number Drill

Review Supplementary Vocabulary of Units 8 and 15. Read the numbers horizontally.

(a)	18	80	28	(b)	40	50	4	5
	17	70	27		14	15	45	54
	16	60	26		60	70	6	7
	15	50	25		16	17	67	76
	14	40	24		20	30	3	2
(c)	19	90	29	(d)	36	63	33	66
	16	15	13		25	52	22	55
	20	50	40		67	76	77	66
	25	22	27		19	99	9	11
	38	68	18		8	88	38	78
(e)	200	102	202	(f)	200	300	400	
	600	604	640		1500	1600	1700	
	317	307	371		1808	1919	2000	
	869	879	829		1965	2116	2473	
	403	402	430		8217	5353	4962	

33.2A Transformation Drill

Change to more emphatic form with /n/.

M pood zábdà mé.	M pod n zábdà.
M zúg za̍bdà mé.	M zúg n za̍bdà.
M níf za̍bdà mé.	M níf n za̍bdà.
M yẽ́nd za̍bdà mé.	M yẽ́nd n za̍bdà.
M sṹũd zábdà mé.	M sṹũd n zábdà.
M tubd zábdà mé.	M tubd n zábdà.
M pug zábdà mé.	M pug n zábdà.
M kadg zábdà mé.	M kadg n zábdà.
M núg za̍bdà mé.	M núg n za̍bdà.
M nús za̍bdà mé.	M nús n za̍bdà.
M náo za̍bdà mé.	M náo n za̍bdà.
M tao zábdà mé.	M tao n zábdà.

33.2B Transformation Drill

Change francs to /wakíyà/. One 'wakide' equals five francs.

5 francs (C.F.A.)	wakíd á yi̍mbdè
10 francs	wakíy á yi̍ibù
15 francs	wakíy á tã̍ãbò
20 francs	wakíy á na̍asè
25 francs	wakíy á nu̍u
30 francs	wakíy á yo̍obè
35 francs	wakíy á yo̍poè
40 francs	wakíy á ni̍ì
45 francs	wakíy á wa̍e
50 francs	wakí pi̍iga

33.2C Substitution Drill

M yṹũdà dáam̀.	I drink beer.
M yṹũdà sígàde.	I'm smoking.
M yṹũdà tiim.	I'm drinking the medicine.
M díkà tíim̀.	I took the medicine.
M díkà á la mé n kéngà silg yíidẽ̀.	I took him to the airport.
M kéngà mé n tugṍ n díkà á silgyiidẽ̀.	I went to get him at the airport.
M kéngà mé n tugṍ n gés lógtòde.	I went to see the doctor.
M díkà m pága n tugṍ n gés lógtòde.	I took my wife to see the doctor.
M díkà m pága n kéng dáagẽ̀.	I took my wife to the market.
M díkà m pága n tugṍ n gés a ma.	I took my wife to see her mother.

Comprehension Drill 1

Logtód kṍ̍õ la Dáwa Tembil tíim záamẽ̀. Dáwa Tembil dá ka̍ láafi yé. A zúg ne̍ a pug n dá za̍bdà. A yéelà mé tí a nínà mé dá za̍bdà mé. A bã́ãga singa zaamè. Logtód a Sékù tíimà ya tíim sungo. A kṍõ Dáwa Tembil láafì.

Questions:

1. ¿Logtód kṍ̍õ Dáwa Tembil tíim záamẽ̀?
   Ngée, Logtód kṍ̍õ Dáwa Tembil tíim záamẽ̀.
2. ¿Dáwa Tembil dá ya láafì bí?
   Áyò, Dáwa Tembil dá ka̍ láafi yé.
3. ¿A Tembil bwẽ̀ n dá za̍bdà?
   A Tembil zúg né a pug n dá za̍bdà.

4. ¿Dáwa Tembil yéelà mé tí a nín me̍ dá za̍bdà mé bí?

    Ngée, a yéelà mé tí a nín me̍ dá za̍bdà mé.

5. ¿A bã́ãga singa dábudè?

    A bã́ãga singa záamè balá.

6. ¿Logtód tíima ya tíim su̍ng bí?

    Ngée, a tíimà ya tíim su̍ngò.

7. ¿A tíimà kṍõ Dáwa Tembil láafì bí?

    Ngée, logtód ti̍imà kṍõ Dáwa Tembila láafì.

Comprehension Drill 2

áspidinì	aspirin
pikúudè, -yà	shot (medical)

Logtódè, laafí ká bé mam yé. M zúg n zábdà. A síngà m la zábd záamè balá. A zábdà m la wúsgo. Mam dátà áspidìn la píkuudè. M púusdà yã́m bádk wúsgo, logtódè.

Questions: Answer the questions as though you were Tembila or the doctor.

1. ¿Tembila, i yíbeoog ya laafí?

    Áyò, laafí ká bé mam yé.

2. ¿Yã́m bwẽ n zábda?

    Mam zúg n za̍bdà.

3. ¿Yã́m zúgà síngà la dábudè?

    A síngà záamè balá.

4. ¿Yã́m zu̍gà zábdà yãm wúsgo bí?

    Ngée, a zábdà m la wúsgo.

5. ¿Yã́m dátà mé tí m kṍõ i píkùud bí?

    Ngée, m dátà mé tí i kṍõ m píkùude.

6. ¿Yã́m tõ̍ẽ n le̍bẽ n wa ká béoog yi̍beòog bí?

    Ngée, m tṍẽ n le̍bẽ n wa mé.

7. ¿Yã́m ta̍dà áspìdin i zákẽ̀ bí?

    Áyò, m ká tád a̍pidin m zákẽ̀ yé.

8. ¿Yã́m da̍tà áspidin mé bí?

    Ngée, m dátà áspidin mé.

9. ¿M tṍẽ n di̍kà áspidinà mwásmwasã̀?

    Ngée, díke yã́ á yi mwásã̀, a yíib zaábdè.

10. ¿M tṍẽ n yíi dúndà bí?

    Áyò, dá yíì dúnda yé.

11. ¿Yã́m wu̍mà mé bí?

    Ngée, m wúmà mé.

UNIT 34

Basic Sentences: 1

-Sékù-	
M báodà bóe tùumde.	I'm looking for a job as a houseboy.
-Edward-	
¿Yã́m tõ̍ẽ m peká fút la i dépase?	Can you do washing and ironing?
-Sékù-	
Áyò, m tṍẽ m peká mé la m ká tṍẽ n dépas yé.	No, I can wash, but I can't iron.
díide, -bó	food, nourishment
M tṍẽ m maaná díib mé.	I can cook also.
-Edward-	
Dẽ́ ya súmà.	That's good.
déngà	do first/beforehand; be early/in advance; start with, precede by
¿Yã́m dengẽ́ n tuma zíi bugo?	Have you worked anywhere before?
-Sékù-	
Ngée.	Yes.
-Edward-	
¿Yae?	Where?
-Sékù-	
Monsieur Antoine yíidẽ̀.	At Mr. Antoine's.
-Edward-	
yáo	pay, repay, compensate
kíuugù, -sì	moon; month
¿Monsieur Antoine dá ya̍odà yã́m kíuug fã̍ã wána?	How much did Mr. Antoine pay you per month?

-Sékù-

(U)b dá ya̍oda mám kóbisnaas ki̍uug fa̍ã.	He paid me 2000 francs a month.

-Edward-

Mam nấã n díkà yấm kóbinaas ki̍uug fa̍ã.	I'll hire you at 2000 francs a month.
sákà	obey, consent, accept, agree
¿Yấm saka mé?	Is that satisfactory to you?

-Sékù-

Ohɔ̃, m sákà mé.	Well, all right, I accept.

Basic Sentences: 2

-Edward-

Id gés bwɛ̃ túumd la yấm na̍ã n tum yíbeoogȁ.	Let's see what sort of work there is for you this morning.
sálɔ̃ɔ̃, -dàmbá	living room, salon, reception room
¿Yấm da̍ pe̍kà sálɔ̃owȁ záamɛ̀ bí?	Did you mop the living room yesterday.

-Sékù-

Ngée.	Yes.

-Edward-

Dúnda yấm na̍ã m pékà fút la vwátuudȁ.	Today you will wash the car and the clothes.
safándè, -à	soap
ódzavel (eau de Javel)	bleach
¿Safánd né ódzavel bée mé?	Is there any soap and bleach?

-Sékù-

M tádà ódzavel la safánd ká yé.	I have some bleach, but there's no soap.
M nấã n túgɔ̃ n daa mwásmwasȁ n waa.	I'm going to go buy some right away.

-Edward-

lébà	return to, come to, again, redo, start; take the place of; (re)wind; resemble; still, yet, besides
páogà	lack, be insufficient, despise, underestimate, undervalue, disparage
¿Bwẽ lébẽ̀ m páog yãm yaasá?	What do you need besides? (What has come back and is lacking you still?)

-Sékù-

Áyò, búm ka̍ páog m yáas yé.	(No,) I don't need anything else.

-Edward-

súkà	ask
kéesà	remain, last, endure, be left
Bí i súke yã́ Madame n gés bwẽ túumd kéese.	After that, ask my wife and see what else there is to do.

-Sékù-

M wúmà mé.	I understand.

USEFUL WORDS AND PHRASES

¿Bwẽ m páoge?	What is needed? What is lacking?
Koóm m páoge.	There hasn't been enough water.
Búd m páoge.	There hasn't been enough bread,
Búd pa̍ogà mé.	There isn't enough bread.
Némd pa̍ogà mé.	There isn't enough meat.
Búd ka̍ bé yé.	There isn't any bread.
A tádà sáfand m pékd fútù.	He is washing the clothes.
A tádà sáag m píisd dóogò.	He is sweeping the room with a broom.
A tádà ódzavel m pékd díib dòogó.	He is mopping the dining room with bleach.
A tádà fúkudg n sɔ̃́ɔ̃gd táble.	He dusted the table with a rag.
Lebẽ́ m péke yã́ ténga.	Mop the floor again.
Lebẽ́ m péke yã́ láasè.	Redo the dishes.
Lebẽ́ n kwiisé yã́ láasè.	Dry the dishes again.

Tápi pila mé.	The rug is/has been rolled up.
Tápi pilga mé.	The rug is/has been unrolled.
Bám lebẽ́ n waa Wágdùgẽ.	He has come back to Ouagadougou.
Bám lebẽ́ n tádà sáfànd dáagẽ̀.	They have soap at the market again.
Bám lebẽ́ n tádà sáfànd butíkẽ̀.	They have soap at the store again.

NEW WORDS

búdì	bread
néongò, *némdò	meat
safándè, -dàmbá	soap
sáagà, -sè	broom
píisà	sweep
kúdga, -sé	old, worn-out, ragged
táblè, -dàmbá	table
láaga, -sé	dish
kwiisa	dry
tápi, -dàmbá	rug, mat
butíkè, -dàmbá	store, shop

GENERAL NOTES

34A Close connective /n/: Loose connective /la/.

A tádà sáfand m pékd fútù.
¿Yấm tõẽ m peká fút la i depas?

As noted previously, two or more Moré verbs often translate as a single verb or a verb plus a preposition or adverb. If there is a close relationship between the verbs, such as, 'to do simultaneously', or 'use in order to do', the close connective /n/ occurs before the second verb (and also before a third or fourth verb), and the subject is not repeated, e.g., the first sentence above, 'He is washing the clothes with soap'.

If there is a loose connection between the verbs, i.e., the actions are independent of each other, the loose connective /la/ occurs, and the subject is repeated, e.g., the second sentence above, 'Can you wash and iron?'. The meaning of the close versus the loose connective can be unusual, to say the least, to soap clothes without washing them or to wash clothes without soap.

34B Subordinate /-e/

¿Yấm tó̍ẽ m peká fut la i dípase?

¿Bwẽ m páoge?

After the connectives /n/ and /la/, the verb often has the ending /-e/, e.g., /dépase/, 'iron', and /páoge/, 'lack', 'need', in the sentences above, 'Can you wash and iron?', and 'What is needed?'.

34C The noun ending /-bó/

díibo

The noun ending of /-bo/ indicates a mass of something, e.g., /díibo/ 'food', 'some food'. Some such nouns have a singular in /-dé/, which means a 'small bit of', e.g., /díide/, 'a little bit/scrap of food'. The student should not coin new singulars analogically from nouns with /-bó/ because many of these noun stems are incompatible with /-bó/.

34D /déngà/ as the first of two verbs.

¿Yấm dengẽ́ n tuma zíi bugo?

/déngẽ/ before another verb means, 'do previously/beforehand', 'start with', or 'precede by', e.g., the sentence above, 'Have you worked somewhere previously?'.

34E Iterative

¿Monsieur Antoine dá ya̍odà yấm kíuug fá̍ã wána?

Action that is repeated from time to time is marked by the imperfective suffix /-d/, e.g., in the sentence above, 'How much did Mr. Antoine pay you each month?', the English translation has a past non-progressive verb, but the Moré must have the /-d/ since the action is repeated on several occasions.

34F Quoting prices

(U)B dá ya̍oda mám kóbisnaas ki̍ ug fá̍ã.

As shown in Unit 13, prices are quoted in /wakíyà/, i.e., five-franc units, e.g., in the sentence above, 'He paid me 2000 francs a month', /kóbisnaas/ is literally '400', i.e., '400 wakides' or '2000 francs'. (Only a very inexperienced houseboy could be obtained at this price. A good houseboy may make ten times this amount.)

34G Cohortative

Id gés bwẽ túumd la yã́m nã́ã n tum yíbeoogã̀.

A cohortative is sometimes marked with just the first person plural and no /bí/. See Note 15D. For example, the sentence above, 'Let's see what sort of work there is for you this morning'.

34H /lébà/ as the first of two verbs

¿Bwẽ lébẽ̀ m páog yãm yaasá?

Lebẽ́ m páke yã́ ténga.

/lébẽ̀/ as the first of two verbs with a subject means, (1) 'still', 'yet', 'besides', 'in addition', 'else', e.g., the first sentence above, 'What else do you need?', 'What do you need besides?', and (2) 'again', 'over', 'another time', e.g., the second sentence above, 'Mop the floor again/over/another time'. It may refer to redoing something over again in order to get it right or it may refer to two different and separate occurrences of an action.

34I Omission of initial /ya/.

¿Bwẽ m páoge?

Kooḿ m paoge.

The above sentences, 'What is needed', and 'There isn't enough water', are short forms of /¿Ya bwẽ m páoge/ and /Ya kooḿ m paoge/. The long forms of the sentences are much more emphatic than the short forms.

34J Instrument: Means

A tádà ódzavel m pekd díibdòogó.

Instrument or means is very often expressed by /tádà/ plus the means/instrument plus another verb with or without an object, e.g., the sentence above, 'He is mopping the dining room with bleach', literally, 'He has bleach and is mopping the dining room'.

34.1A Substitution Drill

Illustration: Passive Actions

Díib máanà mé.	The food is/has been cooked.
Téng pékà mé.	The floor is/has been mopped.
Fút de̍pasà mé.	The clothes are/have been ironed.
Doog píisà mé.	The room is/has been swept.
Sáfand da̍a mé.	The soap has been bought.
Tápi pila mé.	The rug is/has been rolled up.
Búd paoga mé.	There isn't enough bread.
Dáam koosa mé.	The beer has been sold.
Láas kwíisà mé.	The dishes are dry/have been dried.
Tábl sṍõgà mé.	The table is/has been dusted.
Némd sẽ́ẽ mé.	The meat has been cooked.
Fút pilga mé.	The clothes are/have been unfolded.

34.1B Substitution Drill

Díib máandà mé.	The food is being prepared.
Téng pékdà mé.	The floor is being mopped.
Fút de̍pasdà mé.	The clothes are being ironed.
Doog píisdà mé.	The room is being swept.
Sáfand da̍adà mé.	Soap is available for purchase.
Tápi pilda mé.	The rug is being rolled up.
Búd paogda mé.	There's not going to be enough bread.
Dáam kóosdà mé.	The beer is salable.
Láas kwíisdà mé.	The dishes are being dried.
Tábl sṍõgdà mé.	The table is being dusted.
Némd sẽẽda mé.	The meat is being roasted.
Fút pilgda mé.	The clothes are being unfolded.

34.1C Substitution Drill

¿Bwẽ m páoge?	What is needed? What is insufficient?
Koóḿ m páoge.	There hasn't been enough water.
Búd m páoge.	There hasn't been enough bread.
Sáag m páoge.	Rain is needed.

Logtód m páoge.	A doctor is needed.
Safánd m páoge.	There is insufficient soap.
Ódzavel m páoge.	There is insufficient bleach.
Doog m páoge.	More/Another room is needed.
Tábl m páoge.	A table is needed.
Laas m páoge.	Some/More dishes are needed.

34.2A Substitution Drill

Review: Double verbs with one subject.

Bám lebẽ́ n waa Wágdùgẽ.	He has come back to Ouagadougou.
Bám lebẽ́ n kéngà Wágdùgẽ.	He has gone back to Ouagadougou.
Bám lebẽ́ m pékà fútù.	He (has) washed (clothes) again.
Bám lebẽ́ m pékdà fútù.	He is washing (clothes) again.
Bám lebẽ́ m pékdà fútã̀ yáasà.	He washed (the clothes) over again.
Bám lebẽ́ m pékdà laasè.	He is washing dishes again.
Bám lebẽ́ n tádà sáfànd dáagẽ̀.	They have soap at the market again.
Bám lebẽ́ n tádà nemd butíkẽ̀.	They have meat again at the market.
Bám lebẽ́ n tádà zíndig sílgẽ̀.	They have seat(s) on the plane again.

34.2B Substitution Drill

¿Yấm dengẽ́ n tuma zíi bugo?	Have you worked anywhere before?
¿Yấm dengẽ́ n dii wálg nėmd bí?	Have you ever eaten gazelle?
¿Yấm dengẽ́ n zindá Bóboẽ̀ bí?	Have you ever been to Bobo-Dioulasso?
¿Yấm dengẽ́ m peká fút bí?	Have you ever done washing before?
¿Yấm dengẽ́ m míi a la mé bí?	Have you met him before?
¿Yấm dengẽ́ n zindá Ghána bí?	Have you been to Ghana before?
¿Yấm dengẽ́ n kadmá lívd bí?	Have you ever read a book?
¿Yấm dengẽ́ n gomá Mṍõd bí?	Have you spoken Moré before?
¿Yấm dengẽ́ n yíi yíkãdm̀ bí?	Have you ever been married?
¿Yấm dengẽ́ n díi kamáan bud bí?	Have you eaten cornbread?

34.2C Substitution Drill

A dá tadá sáfand m pékd fútù.	He washed the clothes with soap.
A dá tadá sáag m píisd dóogò.	He swept the room with a broom.
A dá tadá fúkudg n sṍõgd táblè.	He dusted the table with a rag.
A dá tadá ódzavel m pékd sálõõwã̀.	He mopped the living room with bleach.

A dá tadá fúug n kwíisd láasè.	He dried the dishes with a cloth.
A dá tadá yámsm m maand diibo.	He cooked the food with salt.
A dá tadá lígd n daad vwátuudè.	He bought a car with the money.
A dá tadá sébd n kadmdẽ́.	He took the paper and read it.
A dá tadá móbil n kénd Bobóẽ̀.	He took the car and went to Bobo-Dioulasso.
A dá tadá tómàt n kóosdẽ̀.	He took the tomatoes and sold them.

34.3A Substitution Drill

A lébà Dákàdẽ.	He (has) returned to Dakar recently.
A lébgà Dákàdẽ.	He (has) left from Dakar recently.
A lébẽ̀ n la Dákàdẽ.	He (has) returned to Dakar.
A lébgẽ̀ n la Dákàdẽ.	He (has) departed from Dakar.
A lébẽ̀ n waa Wágdùgẽ.	He (has) returned to Ouagadougou.
A lébgà Dakadẽ n waa New Yorkẽ̀.	He (has) returned to New York from Dakar.
A lébsà yẫm sebda.	He (has) returned your book.
A lébsà yẫm sebda n kṍ yã.	He (has) returned your book to you.

UNIT 35

Basic Sentences

-John-	
zíiga, -se	place; weather
yingá	outside
¿Zíiga ya wán yingá?	How's the weather outside?
-Sékù-	
yẽ́	be really/very
módmod	hot and humid
Zíiga yẽ́ n ya módmod bílf yíngà.	It's really hot and stuffy out.
-John-	
¿Yã́m tẽ̍dà mé tí saagá dátẽ n waa mé bí?	Do you think it's going to rain?
-Sékù-	
Ngée, mam tẽ́dà mé ti á da̍tẽ n níi mé.	Yes, I believe it's going to rain.
-John-	
¿Mwásmwasã̀ bí?	Right away?
-Sékù-	
káoosà	last, endure, be long time
Áyò, la m tẽda ti á ká nã́ã n káoos yé.	No, but I don't think it will be very long.
-John-	
kángà	this, that
¿Saag níidà téng kángà wúsgo bí?	Does it rain much in this country?
-Sékù-	
yumdé, -á	year
Ngée, la ká yu̍m fã́ã yé.	Yes, but not every year.

-John-

síõgo, -dó	rainy season
¿Yã́m si̍õg káoosdà kíuug wána?	How many months does your rainy season last?

-Séků-

Kís á náasè.	Four months.

-John-

sípalògo, -sè	dry season
¿La sípalòg yẽ́?	And the dry season?

-Séků-

Sípalòg yẽ́ n ya kís á tã́ãbò.	The dry season lasts three months.
lóogà	happen, pass, go away, be gone
La sípalòg lóogde píigẽ̀ n wógdẽ wátà.	And after the dry season comes the cold.

-John-

¿Yã́m no̍ngà túulg bí, bí wógdò?	Do you like the heat or the cold?

-Séků-

Mam nóngà wógdò.	Me, I like the cold.

USEFUL WORDS AND PHRASES

Yá túulgò	It's hot
Yá wógdò	It's cool
Zíig túulà mé.	It is/has gotten hot.
Zíig náagà mé.	It is/has gotten brisk.
Zíig bóogà mé.	It is/has gotten partly cloudy.
Zíig yẽ́ẽgà mé.	It is/has gotten clear. It is/has gotten light.
Zíig sóbgà mé.	It is/has gotten dark.
Zíig yṍkà mé.	It is/has gotten stuffy.
Zíig módgà mé.	It is/has gotten clouded up.
¿Yã́m ta̍dà yúm wa̍na?	How old are you?
Mam tádà yúm pi̍stã̀.	I am thirty years old.

Mam yíì Wágdùgẽ yum á yiib sẽ́ lóog mwásà̃.	I left Ouagadougou two years ago.
Mam nã́ã n waa kéngà Wágdùgẽ káè la yum á yiibú.	I'm going to Ouagadougou two years from now.

GENERAL NOTES

35A /yẽ́/ as the first of two verbs of a subject

Zíiga yẽ́ n ya módmod bílf yíngà.

/yẽ́/ as the first of two verbs of a subject means, 'be really/truly/very much so', e.g., the sentence above, 'It's really hot and stuffy outside.

35B Intonation after particles

¿Yã́m no̍ngà túulg bí, bí wogdo?

After certain particles, such as the interrogative particle /bí/, the tone register of the entire sentence steps down approximately the amount of difference between high and low, e.g., in the sentence above, 'Do you like the heat or the cold?', the pitch steps down from the first to the second /bí/ and amount equal from high to low. But the second /bí/ is still phonemically high, and a low in this position would have been as much again as low.

35.1A Substitution Drill

Practice: /tẽ́dà/ with a subordinate clause.

¿Yã́m tẽ̍dà mé ti á nã́ã n waa mé bí?	Do you think he will come?
¿Yã́m tẽ̍dà mé ti á waa mé bí?	Do you think he came?
¿Yã́m tẽ̍dà mé ti á dátẽ n níi me bí?	Do you think it's going to rain?
¿Yã́m tẽ̍dà mé ti á bee yíngẽ bí?	Do you think he is outside?
¿Yã́m tẽ̍dà mé ti á kéngà Pádìẽ bí?	Do you think he went to Paris?
¿Yã́m tẽ̍dà mé ti a nã́ã n tuma né mam bí?	Do you think he'll work for me?
¿Yã́m tẽ̍dà mé ti á lebẽ̀ n waa mé bí?	Do you think he came back again?
¿Yã́m tẽ̍dà mé ti á tádà vwátuudà bí?	Do you think he has the car?
¿Yã́m tẽ̍dà mé ti á míi a Kúlga bí?	Do you think he knows Kulga?
¿Yã́m tẽ̍dà mé ti á yeelá á la mé n kṍ a Kúk bí?	Do you think he told Kuka about it?

35.1B Substitution Drill

Practice: Imperative

Waé yã́ púgẽ̀.	Come inside.
Waé yã yingẽ́.	Come outside.
Yíì yã́ yingẽ́.	Go outside.
Lebẽ́ n yíì yã́ yingẽ́.	Go outside again.
Lebẽ́ n túulge yã́ koom.	Heat the water again.
Dengẽ́ n túulge yã́ koom.	Heat the water first.
Dengẽ́ n máage yã́ koom.	Start by cooling the water.
Yeelé yã́ tí a máag koom.	Tell her to cool the water.
Yeelé yã́ tí a wa yíngẽ.	Tell her to come outside.
Dá yeelé yã́ ti a wa yúngẽ ye.	Don't tell her to come outside.
Dá yeelé yã́ ti a yí yíngẽ ye.	Don't tell her to go outside.
Dá yeelé yã́ tí a lebẽ n yí yíngẽ ye.	Don't tell her to go outside again.

35.2A Substitution Drill

Wógd bee dúnda.	It's cool today.
Ya túulg dúnda.	It's hot today.
Zíig túulà dúnda.	It's hot today.
Zíig máagà dúnda.	It's brisk today.
Zíig módgà dúndà.	It has clouded up.
Zíig yṍkà dúnda.	It's stuffy today.
Zíig sóbgà dúnda.	It's gotten dark today.
Zíig bóogà dúnda.	It's somewhat cloudy today.
Zíig yá módmod bílf ying dúnda.	It's rather hot and stuffy out today.
Zíig yá wań ying dúnda?	How's the weather (out) today?

35.2B Substitution Drill

Mam tádà kóom̀ wúsgo.	I have plenty of water.
Mam tádà bíism̀ wúsgo.	I have plenty of milk.
Mam níisã̀ kṍtà m la bíism̀ wúsgo.	My cows give me plenty of milk.
Mam níisã̀ bee dóogà púgẽ̀.	My cows are inside the building.
Zṍãg bee dóogàpúgẽ̀.	There's a fly in the room.
Zṍãg bee m dáamà púgẽ̀.	There's a fly in my beer.

Zṍãg lui m dáamà púgẽ̀.	A fly fell in my beer.
Zṍãg lui kóòm púgẽ̀.	A fly fell into the water.
Kúgd lui kóòm púgẽ̀.	A rock fell into the water.
Kúgd lui sód zu̍gẽ̀.	A rock fell into the road.
Koom bée sód zu̍gẽ̀.	There's water on the road.
Koom bée m dóog pùgẽ̀.	There's water in my room.

35.2C Substitution Drill

A tádà yámsm̀.	He wants some salt.
A dátẽ n daa yámsm̀.	He wants to buy some salt.
Bám da̍ da̍tẽ n daa yámsà	They wanted to buy some salt.
Bám da̍ da̍tẽ n yẽ́ẽ yã́m mwásmwasã̀.	They wanted to see you right away.
Yã́m ba̍bilà dá da̍tẽ n yẽ́ẽ yãm mwásmwasã̀.	Your uncle wanted to see you right away.
Yã́m ba̍bilà yíì Dákàdẽ n waa.	Your uncle has come back from Dakar.
M pogdbá yíì Dákàdẽ n waa.	My aunt has come back from Dakar.
M pogdbá nã́ n yíì Dákàdẽ n waa.	My aunt has just come back from Dakar.
M báka̍smà nã́ n yíì Dakadẽ n waa.	My uncle has just come back from Dakar.
M báka̍smà sígà m bá yi̍idẽ̀.	Mu uncle stayed at my father's house.
M nã́ã n sígà m bá yi̍idẽ̀.	I'm going to stay at my father's house.
M nã́ã n sígà m bá Jones yi̍idẽ̀.	I'm going to stay with my friends the Jones'.

Comprehension

Dúnda zíiga ya módmod bílfù. Mam tẽ́dà mé bí saagá da̍tẽ n waa mé. A ká nã́ã n waa mwásmwasà yé. La m tẽ́dà mé ti á ká nã́ã n kaoos n waa yé. Saag níidà Wágdùg wúsgo. La ká yumd fã́ã yé. Tónd siõg káoosdà kís á tããbo. Sípalòg sã́ lóogè, ya wígd n wátà. Mam nóngà wógd bi̍lfù la túulg bi̍lfù.

Questions:

1. ¿Zíiga ya wán dúnda?
   A yá módmod dúnda.
2. ¿Yã́m tẽ̍dà mé tí saagá dátẽ n waa mé bí?
   Ngée, mam kéndà mé t á dátẽ n waa mé.

3. ¿Saagá nẫã n waa mwásmwasà bí?

   Áyò, a ká nẫã n wa mwásmwasà yé.

4. ¿La yẫm tẽ̍dà t á nẫã n kaoosa mé n waa bí?

   Áyò, m ká tẽ̀d t á nẫã n kaoosa mé n wa yé.

5. ¿Saag níidà Wágdùg wúsg bí?

   Ngée, saag níidà wúsgo, la ká yumd fẫã yé.

6. ¿Yẫm siõg káoosdà kís wána?

   Tónd siõg káoosdà kís á tããbo.

7. ¿La yẫm si̍palòg yẽ́?

   Tónd si̍palòg káoosdà kís á tããbo.

8. ¿Sípalòg sẫ lóoge, ya bwẽ́ n wátà?

   Sípalòg sẫ lóoge, ya wódgẽ̀ n wáta.

9. ¿Yẫm no̍nga wógd bí, bí túulgò?

   Mam nóngà wógd bi̍lfù, la túulg bi̍lfù.

UNIT 36

Basic Sentences

-Tembila-

bál, -dàmbá	ball; soccer
taɔ̃	hit, strike, kick; play soccer
taɔ̃bo	playing, game
¿Bál tàɔ̃b bée dúnda la?	Isn't there a soccer game today?

-Sékù-

Ngée, Stade Muncipaleẽ̀.	Yes at Municipal Stadium.

-Tembila-

équipe	team
¿Yá équipe bug né bug n táɔ̃dà?	What teams are playing?

-Sékù-

Ya Étoile Filante né J.A. n taɔ̃da.	It's the Étoile Filante and the Jeanne d'Arc.

-Tembila-

dál	unless, without; then, well
wae	Oh! Well!
Dál tónd nã̍ã n yẽ́ẽ dúnda wae!	Well, in that case we will see a good game!

-Sékù-

M tẽ́da me yé.	I believe so.

-Tembila-

¿La b yáodà wána n kẽ́ẽ?	How much does it cost to get in?

-Sékù-

Wakíi písì bée mé, wakíi pístã̀, né písnàase mé zíig bée mé.	There are seats at 100, 150, and 200 francs.

-Tembila-

wákatò, -dàmbá	time; clock
¿Wákat bug lá b síngdà?	What time does it start?

-Sékù-

méngà	self
léedà	hour
púi sukà, -sè	half
Matchà méng síngdà léeda naas la púi sukà.	The game itself starts at 4:30.

-Tembila-

Bí d kéng taotao n túgõ m páam zíig sungó.	Let's go right away so we'll get a good seat.

-Sékù-

Id kéne.	Let's go.

USEFUL WORDS AND PHRASES

¿Yã́m ta̍dà wákat bugo?	What time do you have?
¿Ya wákat bugo m bee?	What time is it?
Ya wákat á ye̍.	It's one o'clock.
Ya wákat á yi̍ibù.	It's two o'clock.
Ya wákat á yi̍ib yíbeoogò.	It's 2:00 a.m.
Ya wákat á yi̍ib zaábdè.	It's 2:00 p.m.
Ya wákat á ye la púi sukà.	It's 1:30.
Ya wákat á ye la mínit píiga lá nú.	It's 1:15.
Wákat ta̍a mé, id tṍẽ n lóogà mé.	It is time for us to go.
Wákat ta̍a mé, ub tṍẽ n singá kádèngó.	It's time for them to start studying.
Wákat ta̍a mé, a tṍẽ n siga tuumde.	It's time for him to quit work.
M nã́ã m paamá zíig n tuma á.	I will have time to do it.
M ká nã́ã m paam zíig n tum á yé.	I don't have time to do it.
La tónd sã̍ n kéng bál tàõb n yẽ́.	Suppose we go to the soccer match.

NEW WORDS

míniti, -dámbà	minute
kadengó	study(ing), lesson

GENERAL NOTES

36A Verbal Nouns: /-go/ and /-ga/.

Wákat ta̍a mé, ub tṍẽ n singá kádèngó.

Verbal nouns meaning the 'act(ion) of', are marked by the noun suffixes /-go/ and /-ga/ to the stem, e.g., /kadengó/, 'study', 'studying', 'to study', in the sentence above, 'It's time for them to start studying'.

36B Polite Suggestion

La tónd sã̍ n kéng bál tàɣ̃b n yẽ́.

/la/, 'and', 'before' and /sã́/, 'if', 'when', after the subject of a sentence mark a polite suggestion, i.e., 'Suppose that', 'What would you think of', 'Would you care to', 'How about', e.g., the sentence above, 'How about going to see the soccer game?'.

36.1A Substitution Drill

¿Wákat bug la a waẽ?	What time did he come?
¿Wákat bug la a wátà?	What time does he/it come?
¿Wákat bug la d dítà?	What time are we going to eat?
¿Wákat bug la bál tàɣ̃b síngdà?	What time does the ball game begin?
¿Wákat bug la tídẽ̀ lóogdà?	What time does the train leave?
¿Wákat bug la yã́m nã́ã n waa?	What time will you return?
¿Wákat bug la yã́m si̍ngd tuumdè?	What time do you start to work?
¿Wákat bug la yã́m si̍gd tuumde?	What time do you quit work?
¿Wákat bug la a dátà?	What time does he want?
¿Wákat bug la a suk yã?	What time did he ask you for?

36.1B Substitution Drill

Wákat ta̍a mé; id tṍẽ n lóogà mé.	It's time for us to go.
Wákat ta̍a mé; m tṍẽ n sígà mé.	It's time for me to quit.
Wákat ta̍a mé; a tṍẽ n kéngà a yíidẽ̀.	It's time for him to go home.
Wákat ta̍a mé; a tṍẽ m pékà fútù.	It's time for him to do the wash.
Wákat ta̍a mé; ub tṍẽ n waa mé.	It's time for them to arrive.
Wákat ta̍a mé; m tṍẽ n síngà díib máanagò.	It's time for me to start cooking.

Wakat ta̍a mé, m tṍẽ n kéngà póstẽ̀.	It's time for me to go to the post office.
Wákat ta̍a mé, ub tṍẽ n síngà kádèngó.	It's time for them to start studying.
Wákat ta̍a mé, a tṍẽ n díkà tíimà.	It's time for him to take his medicine.
Wákat ta̍a mé, tónd tṍ̍ẽ n dii mé.	It's time for us to eat.

36.2A Response Drill

Answer the questions according to the cues.

¿Yẫm mii Dáwa Kúk bí?	Ngée, m míi Dáwa Kúka.
¿Dáwa Kúk yá bwẽ?	Dáwa Kúk yá tã̍õõsà.
¿Dáwa Kúk bée yae?	A bée la a Sablóg weoogẽ.
¿A Sablóg weoog bée téng búgò?	A Sablóg weoog bée Haute Voltaẽ̀.
¿A Sablóg yá weoog bédd bí?	Ngée, a yá wéoog be̍ddè.
¿Bwẽ bée a Sabló pu̍gẽ̀?	Katá, wóbdò, né weoogníis m bée a púgẽ̀.
¿Dáwa Kúk míi n yíi tắõõsg wákat bugo?	A mii n yíi tắõõsg zaábd fãã.
¿A tắõõsdà né bwẽ?	A tắõõsdà né bugdaogó.

NEW WORDS

weoogó, -tó	forest, bush, brush
kátdè, *katá	hyena
wóbgò, -to	elephant

36.3A Substitution Drill

La tónd sã̍ n kéng bál tàõb n yẽ́.	Suppose we go to the soccer game.
La tónd sã̍ n kéng Wayugíà béoogò.	Suppose we go to Ouahigouya tomorrow.
La tónd sã̍ n di pindá.	Suppose we eat early.
La tónd sã̍ n dík tídẽ̀.	Suppose we take the train.
La tónd sã̍ n yẽ́ Níkemà Kampáode.	Suppose we see old Mr. Campaode.
La tónd sã̍ n baas id téed gádẽ̀.	Suppose we leave our things at the station.
La tónd sã̍ n tum zaábdã̀.	Suppose we work this afternoon.
La tónd sã̍ n di m yíidẽ̀.	Suppose we eat at my house.
La tónd sã̍ n bool a.	Suppose we call him (up).

36.4A Pattern Drill

Ya wakat á ye la mínit píiga lá nú. It's 1:15.

Read the following times in Moré.

6:20
5:10
2:00
4:05
12:30
7:15
8:40
9:50
1:05
3:35

10:45
11:55
7:35
2:10
6:25
12:50
9:00
4:30
5:45
3:50

Comprehension Drill 1

Basg yá Mṍõs tigongó. Basg tígòng yá sepálòg wákatò. Tónd ki̍ sã́ n bii tí sása looge, tónd, ba̍dàm máandà tígòngó ti b bóond tí Básgà. Basgdáadè, zak fã́ã púgẽ̀ ya sṹũd noog dáadè. Mõag fã́ã kúudà pésgò la nóosè a yábdàm yúudè. Mõag fã́ã deemdá Basgdáadè a yábdàm yúudè. Basg dá ya Mṍõs tígòng béddè. Dá ya deem dáadè, dá ya yíil daadé.

NEW WORDS

Basagá, -sé	Feast of the Ancestors
tigongó, -dó	holiday, feast
sasá	time, moment
yíilà	sing
yíilè, -à	song

Questions:

1. ¿Basg yá Mṍõs tigong bí?
   Ngée, Basg yá Mṍõs tigongó.
2. ¿Ya wákat bug lá Basg tigongó?
   Ya sépalòg wákatò.
3. ¿Ya kí sã̍ m bii ti sása loog bí?
   Ngée, ya tónd ki̍ sã́ m bii tí sása looge.
4. ¿Basg yá yã́m ba̍dàm tigong bí?
   Ngée, Basg yá tónd ba̍dàm tigongó.

5. ¿Zak fã́ã sṹũd yá noog Basgdáad bí?
Ngée, zak fã́ã sṹũd yá noog wúsg Basgdáadè.
6. ¿Mõag fã́ã kúudà pésg la nóos a yábdàm yíidè bí?
Ngée, Moag fã́ã kúudà pésg la nóos a yábdàm yúudè.
7. ¿Basg dá ya Mõõs tigong bédde bí?
Ngée, Basg dá ya Mṍõs tídòng bédde.
8. ¿Basg dá ya deem dáad né yíid dáad bí?
Ngée, Basg dá ya deem dáad né yíil dáadè.

Comprehension Drill 2

Indépendance daad yá tígòng bédde. Haute Volta púgẽ̀ fã́ã ya deem, ya sṹũd noogó. Indépendance tigong yá sépalòg wákatò. Nasaaddam bóondà kíuug kȧng tí 'Décembre'. Indépendance tigong dáadẽ̀, tónd Président wã gómdà mé. Ub gómdà dádìoẽ né Haute Volta nébà fã́ã. Wagdúg pugẽ̀, sã́ãm wȧtà wúsgo. Wagdúg ya nóogò dẽ́ daadé.

Questions:

1. ¿Indépendance daad yá tígòng bédd bí?
Ngée, Indépendance daad yá tígòng bédde.
2. ¿Haute Volta púgẽ̀, ya deem né sṹũd noog dáad bí?
Ngée, Haute Volta púgẽ̀, ya deem, ya sṹũd noog dáadè.
3. ¿Indépendance tigong yá wákat bugo?
Indépendance tigong yá sépalòg wákatò.
4. ¿Nasaaddam bóondà kíuug kȧng tí bwẽ?
Nasaaddam bóondà kíuug kȧng tí 'Décembre'.
5. ¿Yã́m Président wa gómdà Indépendance tigong dáad bí?
Ngée, tónd Président wa gómdà Indépendance tigong dáadè.
6. ¿Yã́m Président wa gómdà né Haute Volta nébà fã́ã dádìoẽ bí?
Ngée, ub gómdà né Haute Volta nébà fã́ã dádìoẽ.
7. ¿Sã́ãm wȧtà wúsg Wagdúg pugẽ̀ bí?
Ngée, sã́ãm wȧtà wúsg Wagdúg pugẽ̀.
8. ¿Wagdúg ya nóogò dẽ daad bí?
Ngée, Wagdúg ya nóogò wúsg dẽ́ daadé.

UNIT 37

Basic Sentences

-Polísì-	
gádà	park (a car)
¿Ya án n kṍ yãm sód tí i ga̍d i vwátuudà ká?	Who gave you permission to park here?
¿Yã́m ka̍ mí tí móbil ka̍ tṍẽ n gádè ká la?	Don't you know that you can't park here?
-John-	
banga	know
Áyò, mam ká báng ye̍.	No, I didn't know.
-Polísì-	
sã́ãnà, -bà	stranger
¿Yã́m ya sã́ãmb la?	You're a stranger, aren't you?
-John-	
Ngée, mam yá sã́ãnà.	Yes, I'm a stranger.
Maané yã́ né m su̍gdì.	Excuse me, please.
-Polísì-	
pláкà, -dàmbá	sign, plate, placard
taodé, -yá	front; before, in front of
¿Yã́m ka̍ gẽ́ plák í taod lá?	Didn't you see the sign in front of you?
-John-	
Áyò, mam ká gẽ́ pláкà yé.	No, I didn't see the sign.
-Polísì-	
lóogà	leave, go away; forget, let go
Dúnda yẽ lóogà mé.	Today (I'll) let it go.
pásà	add
La i dá lebẽ́ m pás béoog yé.	But don't do it again tomorrow.

-John-

M púusd yã̄m bádk wúsgo.	Thanks a lot.

USEFUL WORDS AND PHRASES

¿Ya ándà la yã́m gũdá?	Who are you waiting for?
¿Ya bwẽ̄ la yã́m gũdá?	What are you waiting for?
M gṹdà Dáwa Kemtóode.	I am waiting for Mr. Kemtoode.
M gṹdà náabà.	I am waiting for the chief.
M gṹdà náabà tí b wa.	I am waiting for the chief to come.
M gṹdà m zúg maanagdé.	I am waiting to have my hair cut.
Mam vwatúudà ya míugu.	My car is red.
Mam vwatúudà ya kéegà.	My car is green.
Mam vwatúudà ya sáblgà.	My car is black.
Mam vwatúudà ya péelgà.	My car is white.
Mam vwatúudà ya buláà.	My car is blue.
Sã́ãnà ká mí a sód yé.	The stranger has lost his way.
Sã́ãnà dátẽ̄ n loogá mé.	The stranger is getting ready to leave.
Sã́ãnà gádà vwátuudà sódà séaagẽ̀.	The stranger parked his car by the side of the road.
Ub kṍõ sã́ãnà kṍvokasiõ.	The stranger got a ticket. They gave the stranger a ticket.

NEW WORDS

gũũ	wait (for/on); guard, protect
naabá, *nanaamsé	chief
míugu, -tú, -dú	red
keegá, -sé	green
sáblgà, -sè	black
peelgá, -sé	white
buláà	blue

37.1A Substitution Drill

¿Yã́m ka̍ mí tí móbil ka̍ tṍẽ n gádè ká la?	Don't you know you can't park here?
¿Yã́m ka̍ mí tí i ká tṍẽ n gù bánkà dóogà púgẽ̀ la?	Don't you know you can't wait inside the bank?

¿Yã́m kȧ mí tí i ká tṍẽ n ku wóbg la?	Don't you know you can't kill an elephant?
¿Yã́m kȧ mí tí i ká tṍẽ n tugṍ n gẽ́ bál tã̀õb la?	Don't you know you can't go see the ball game?
¿Yã́m kȧ mí tí i ká tṍẽ n kéng la?	Don't you know you can't leave?
¿Yã́m kȧ mí ti i ká tṍẽ m pék fu̇t la?	Don't you know you can't do washing.
¿Yã́m kȧ mí tí i ká tṍẽ n daa ódzavel la?	Don't you know you can't buy bleach?
¿Yã́m kȧ mí tí i ká tṍẽ m piis díib dòogã́ la?	Don't you know you can't sweep the dining room?
¿Yã́m kȧ mí tí i ká tṍẽ n yṹ m dáamà la?	Don't you know you can't drink my beer?
¿Yã́m kȧ mí tí i ká tṍẽ n yéel wótò la?	Don't you know you can't talk like that?

37.1B Substitution Drill

¿Ya án n kṍ yãm sód tí i gád i vwátuudà ká?	Who gave you permission to park here?
¿Ya án n kõ yãm sód tí i gũd bánkàdóogàpúgẽ̀?	Who gave you permission to wait inside the bank?
¿Ya án n kṍ yãm sód tí i ku wóbgã̀?	Who gave you permission to kill an elephant?
¿Ya án n kṍ yãm sód tí i túgõ n yẽ báltàobo?	Who gave you permission to go see the ball game?
¿Ya án n kṍ yãm sód tí i kénge?	Who gave you permission to leave?
¿Ya án n kṍ yãm sód tí i pék fu̇tù?	Who gave you permission to do washing?
¿Ya án n kṍ yãm sód tí i dá ódzavel?	Who gave you permission to buy bleach?
¿Ya án n kṍ yãm sód tí i píis díibdòogó?	Who gave you permission to sweep the dining room?
¿Ya án n kṍ yãm sód tí i yṹ m dáamã̀?	Who gave you permission to drink my beer?
¿Ya án n kṍ yãm sod tí i yéel wótò?	Who gave you permission to say that?

37.2A Substitution Drill

Sã́ãnà kẽ́ẽ dáwà né a kútweefò.	The stranger ran into a man on a bicycle.
Sã́ãnà gádà a vwátuudà sódà séaagẽ̀.	The stranger parked his car by the side of the road.
Polísà gádà vwátuudà sódà séaagẽ̀.	The policeman parked his car by the side of the road.
Polísà kṍẽ á la kóvokasiõ.	The policeman gave him a traffic ticket.
Polísà gṹdà náabà tí b wa.	The policeman is waiting for the Chief to come.
Págba gṹdà náabà tí b wa.	The women are waiting for the Chief to come.
Págba ká mí sod yé.	The women didn't know the way.
Koambá ká mí sod yé.	The children didn't know the way.
Koambá bóadà kádẽ̀sambá.	The children are looking for the teacher.
¿Ya ándà m bóad kadẽsambá?	Who is looking for the teacher?

37.2B Substitution Drill

Silgá nã́ã n lébà Dákàdẽ.	The plane will return to Dakar.
Silgá nã́ n yíì Dákàdẽ n wa.	The plane has just returned from Dakar.
M bá nã́ n yíì Dákàdẽ n wa.	My father has just returned from Dakar.
M bá nã́ n yíì táõõsgẽ̀ n wa.	My father has just returned from hunting.
Tónd komdíblì nã́ n yíì taṍõsgẽ̀ n wa.	Our sons have just returned from hunting.
Tónd komdíblì gṹdà tónd daagẽ́.	Our sons are waiting for us at the market.
Tónd pagbá gṹdà tónd daagẽ́.	Our wives are waiting for us at the market.
Tónd pagbá kṍõ kóambà sod tí b kéng butíkẽ̀.	Our wives gave the children permission to go to the store.
Tónd badámbà kṍõ kóambà sod ti b kéng butíkẽ̀.	Our parents gave the children permission to go to the store.
¿Ya ándà n kṍõ kóambà sód tí b kéng butíkẽ̀?	Who was it that gave the children permission to go to the store?

Comprehension Drill 1

Haute Volta tadá tígòng béddà yóobè: Kíbsà, Nowélè, Nóodlokdè, Pákà, Indépendance la Basgá. Kíbs ya tígòng bédd wu̍sgo. Ya Mṍõs Ki̍bsà; ya Kíditiãdàm Kíbsà; ya Móems me̍ Kíbsà. Ya néb fã̍ã Kíbs daadẽ kángà. Dáadẽ kánga, néd fã̍ã kuda pésgò wala nóagà. Mõõs kúdà píis ub yáabdàm yúudè. Móems kúdà píis Nábiiga Íbadahim yu̍udè.

NEW WORDS

Nowélè	Christmas
Nóodlokdè	Ramadan
Pákà	Easter
kíditiã, -dàmbá	a Christian
Módè, *Móemsè	A Muslim
wala	or
Íbdahim	Abraham

Questions:

1. ¿Haute Volta tadá tígòng bédd wána?
   Haute Volta tádá tígòng bédd yoobé.
2. ¿Tigong búg né búgò?
   Kíbsà, Nowélè, Nóodlokdè, Pákà, Indépendance, la Básgà.
3. ¿Kíbs ya tigòng bédd bí?
   Ngée, a yá tígòng bédd wúsgo.
4. ¿Kíbs ya néb fã̍ã tigong bí?
   Ngée, Kíbs ya néb fã̍ã tigongó.
5. ¿Dáadẽ kánga, néd fã̍ã kuda pésgò wala nóag bí?
   Ngée, Kíbs ya néb fã̍ã tigongo.
6. ¿Mṍõs kúdà píis ub yáabdàm yúud bí?
   Ngée, Mõõs kúdà píis ub yáabdàm yúudè.
7. ¿La Móems me̍ kúdà píis Nábiiga Íbdahim yu̍ud bí?
   Ngée, Móems me̍ kúdà piis Nábiiga Íbdahim yu̍udè.

Comprehension Drill 2

Nóodlokd ya Móems tigongó. Móemsà lóetà ub nóod ki̍uug a̍ yembde. Ya Nóodlokd daad la b dita. Dẽ́ daade, Móemsà kéndà púusg míisdè. Nóodlokd daade, ub ká túmd Haute Volta ye. Dẽ́ daade Móems tõ̍ẽ n dii me la b yṹũ kóòm. Nóodlokdè wala tigong á tããba fã̍ã ya deem daade. Wagdúg pu̍gẽ̀ néb fã̍ã deemdá mé.

NEW WORDS

lóe	(to) fast
míisdè, -sì	mosque
púusgo	prayer

Questions:

1. ¿Nóodlokd ya bwẽ?
   Nóodlokd ya Móems tigongó.
2. ¿Móemsà lóetà ub nóod ki̍uug a̍ yembde?
   Ngée, ub lóetà ub nóod ki̍uug a̍ yembde.
3. ¿Ya Nóodloka daad la b dit bí?
   Ngée, ya Nóodlokd daad la b dita.
4. ¿Dẽ́ daade, Móems à kéndà puusg bí?
   Ngée, dẽ́ daade, ub kéndà púusgò.
5. ¿Nóodlokd daade, néb tumda Haute Voltaẽ̀?
   Áyò, Nóodlokd daade, néb ka̍ túmd Haute Voltaẽ̀ yé.
6. ¿Nóodlokd daade, Móems tõ̍ẽ n dii mé la b yṹũ kóòm?
   Ngée, Nóodlokd daade, ub tṍẽ n dii la b yṹũ kóom.
7. ¿Nóodlokd wala tigong á tããba daad fãã ya deem bí?
   Ngée, néb deemda Nóodlokdè wala tigong a tããba daad fãã.
8. ¿Wagdúgpugẽ̀, néb fã̍ã deemdá mé bí?
   Ngée, Wagdúg pugẽ̀, néb fã̍ã deemda mé.

Comprehension Drill 3

Pák né nowélè ya Kídistiãdàm tígòngo. Haute Voltaẽ̀, tónd ka̍ túmd Pák daad yé. Pák ya tónd sũ̍ũd noog dáadè. Ya Násaddàm tigongó, ya Mṍõs me̍ tigongó, Kídistiãdàm kéndà égliisẽ̀ n tugõ m puusd Wénàm. Ub sã́ yii églisẽ̀, ub fã́ã kuisa b yíidẽ̀. Néd fã̍ã deemdá mé, néd fã̍ã ditá mé.

Questions:

1. ¿Pák né Nowélè ya Kídistiãdàm tígòng bí?
   Ngée, Pák né Nowélè ya Kídistiãdàm tígòngó.
2. ¿Yã́m tumda Haute Voltaẽ̀ Pak daad bí?
   Áyò, tónd ka̍ túmd Haute Voltaẽ̀ Pák daad yé.
3. ¿Pák ya yã́m sũ̍ũd noog dáad bí?
   Ngée, Pák ya tónd sũ̍ũd noog dáadè.
4. ¿Ya Násaddàm né Mṍõs tígòng dáad bí?
   Ngée, ya Násaddàm mé Mṍõs tígòng dáadè.
5. ¿Kídistiãdàm kéngdà égliisẽ̀ n tugõ m puusd Wénàm?
   Ngée, ub kéngdà égliisẽ̀ n tugõ m puusd Wénàm.
6. ¿Ub sã́ yíì égliisẽ̀, ub fã́ã kuisa b yíidẽ̀ bí?
   Ngée, ub sã́ yíì égliisẽ̀, ub fãã kuisa b yiidẽ.
7. ¿Ya déem̀ la díib dáad bí?
   Ngée, ya déem̀ la díib dáade.

INTRODUCTION TO CYCLE THREE

UNITS 38 - 48

Supplementary Comprehension with Expansion of Vocabulary and Conversation.

Cycle 3 is a supplement to Cycles 1 and 2. It consists of eleven units designed for listening and conversation practice. Therefore, they have not been restricted as to structure. No particular grammatical point is treated in any unit, and all structures may occur. The units of Cycle 3 are not controlled for vocabulary and grammar. They are, however, graded.

The earlier units are less complex than the later units in content and style. All of the units are composed of a series of very short narratives. In the earlier units, each narrative is a complete story; in the later units, each short narrative is a chapter in a unit-long story. Therefore, each of the complete-story narratives is immediately followed by questions, but the questions appear at the end of the entire unit where all the narratives are related. Since some of the narratives may seem to be less complex then they, in fact, are, suggested grammatical review accompanies them. Since some other units contain special expressions, they are accompanied by translations. The translation of course, is never word for word. It is only a tool toward expanding the student's use of Moré expressions. All of the narratives introduce new vocabulary as well as new uses of old vocabulary.

UNIT 38

SHORT DESCRIPTIONS OF OUAGADOUGOU

38.1 Comprehension Drill 1

Vocabulary

dootá - houses
butík - store
sóyà - streets
náasè - four
gúbgà - surround
béadà - big (pl.)

Grammar Review

/bée/ and /ya/ - 20.1 -F
space relationships - 15C, 22.3A-C
/sẽ́/ - 6C, 21.2A-C
plural formations - 33.1A-B, 36.A

Exercises

1. The student retells the story in Moré in his own words.
2. The student describes a market with which he is familiar, using only the words and structures covered to date.

The Central Market

Wágdùg dáagã̀ bée Wágdùg teng súkà. Yá daag sẽ́ ya bédd bi̍lfù. A bée komédsà doot súkà. Butík dam mé bée a góab ne̍ a dítg fa̍ã. Sóyà ya náasè gúbgò. Ub yá sóy de̍adà.

Questions	Answers
1. ¿Wágdùg daagá bée yàe?	Wágdùg daagá bée Wágdùg tẽng súkà.
2. ¿Yá daag sẽ́ yá bédd bí?	Ngée, yá daag sẽ́ yá bédd bílfù.
3. ¿A bée komédsà doot súk bí?	Ngée, a bée komédsà doot súkà.
4. ¿Butík dam bée la a góab ne̍ a dítg fã̀ bí?	Ngée, butík dam bée la a góab ne̍ a dítg fa̍ã.
5. ¿Sóyà ya náasè gúbgò bí?	Ngée, sóyà ya náasè gúbgò.
6. ¿Ya sóy be̍ad bí?	Ngée, ya sóy be̍adà.

38.2 Comprehension Drill 2

Vocabulary

Polísȁ dá maanga sódȁ. - The policeman was directing traffic.

Grammar Review

past tense marker, /dá/ - 25.1A-C
space relationships, /zúgú/ - 15C, 22.3A-C
noun inflection - 18.1A-D

Exercises

1. The student retells the story in his own words.
2. The student describes a street he knows using only the structures and vocabulary covered in this course so far.

Market Street on a Work Day

A Tembíl dá be̍e Wágdùg sódà zúgȅ, la néb da̍ ka̍ bée sódà zúg wu̍sg ye̍. Néb pi̍ig bala dágȅ lóogdà sódà zúgȅ. Polísȁ yíi me̍ n dá be̍e sódà zúgȅ. Polísȁ dá maangda sódȁ. Nébȁ dá ke̍engdà dáagȅ.

Questions	Answers
1. ¿A Tembíl dá be̍e Wagdùg sódà zúgȅ bí?	Ngée, a dá be̍e Wagdùg sódà zúgȅ.
2. ¿Néb dá be̍e sódà zúgȅ wúsg bí?	Áyò, néb da̍ ka̍ bée sódà zúgȅ wúsg ye̍.
3. ¿Néb pi̍igà dá lo̍ogdà zúgȅ bí?	Ngée, néb pi̍igà dá lo̍ogdà zúgȅ.
4. ¿Polísà yíi me̍ n dá be̍e sódà zúgȅ bí?	Ngée, polísà yíi me̍ a dá be̍e sódà zúgȅ.
5. ¿Polísà dá maangda sódà bí?	Ngée, a dá maangda sódȁ.
6. ¿Nébȁ dá ke̍engdà dáagȅ bí?	Ngée, ub dá ke̍engdà dáagȅ.

38.3 Comprehension Drill 3

Vocabulary

déndà - his, hers
páalgà - new

Grammar Review

the past tense marker /dá/ - 23.2A-D
the demonstrative - 13F

Exercises

1. Retell the story.
2. Discuss bicycles with the structure and vocabulary you know. If you try to use unfamiliar items, the lesson will lose its value. You will be making unavoidable mistakes and you will not have a thorough mastery of the past material.

In Ouagadougou Practically Everybody has a Bicycle

Dáwà Sékù tádà kút we̍efò. Dáwà Sékù zóa wa mé tada kút we̍efò. A Kúlg me̍ dá tada kút we̍efò. La a Kúlg koosa a kút we̍efȁ. A Kúlg zoa wá mé koosá a de̋ndà. A Kúlg zoa wá kút we̍ef da̍ ka̍ páalg ye̍.

Questions	Answers
1. ¿Dáwà Sékù tádà kút we̍ef bí?	Ngée, a tádà kút we̍efò.
2. ¿Dáwà Sékù zóa wa̍ mé tada kút we̍ef bí?	Ngée, a zóa wa̍ tada kút we̍efò.
3. ¿Dáwà Kúlg me̍ dá tada kút we̍ef bí?	Ngée, Dáwà Kúlg me̍ dá tada kút we̍efò.
4. ¿Dáwà Kúlg koosá a kút we̍efà bí?	Ngée, a kóosà a kút we̍efȁ.
5. ¿Dáwà Kúlg zo̍a wa̍ mé koosá dénd bí?	Ngée, a zóa wa̍ mé koosá a déndà.
6. ¿A kút we̍efȁ dá ya páalg bí?	Áyò, a dá ka̍ páalg ye̍.

38.4 Comprehension Drill 4

Vocabulary

toy tóy	- varieties
búdù	- kind, species
taalá	- bring, take
maangá	- fix, repair

Grammar Review

the conditional clause with /sã́/ - 22.1A-C

the relative clause with /sẽ́/ - 21.2A-C

the connective /tí/ - 20.4A-B, 37.1A-B

verb + verb constructions - 20.3A-C, 34.2A-C, 37.2A-B

Exercises

1. Retell the story.
2. Describe the kinds of cars we have here. Remember that you are putting the Moré you know to practice. That is the purpose of the exercise.

The Kinds of Cars

Wágdoòg pugẽ, id tádà vwatúud damb sẽ́ ya tóy-tòy wúsgò. Id tádà Peugeót dambá; id tádà Citroẽ́n dambá; la bam fa̍ã ya Fidã́s vwatúud damb búdù. I vwatúud sã̍ sã́ãm so̍dẽ̀, i tṍẽ n taalá a la mé n kéeng ti ub túgẽ̀ n máang a Hérsã̀, wala Drágasẽ, wala a Tóliẽ̀ zí̃ĩngẽ̀. Bám fa̍ã ya̍ doot sẽ́ maang vwatúud damb Wágdoòg púgẽ̀.

Questions	Answers
1. ¿Tónd tada vwatúud damb Wágdoòg púgẽ̀ bí?	Ngée, yã́m tada vwatúud damb tóy tòy wúsgò Wágdoòg púgẽ̀.
2. ¿Tónd tada bwẽ́ vwatúud dambá?	Yã́m tada Peugéot la Citroẽ́n dambá.
3. ¿Bám fa̍ã ya Fidã́s vwatúud damb búd bí?	Ngée, bám fa̍ã ya Fidã́s vwatúud damb búdù.
4. ¿La tónd vwatúud sã̍ sã́ãm so̍dẽ̀, tónd ke̍engdà né a yáe, tí ub túgõ̀ n máangè?	Yã́m vwatúud sã̍ sã́ãm so̍dẽ̀, yã́m ke̍engdà né a Hérsã̀, wala Drágasẽ, wala Tóliè zí̃ĩngẽ̀.
5. ¿Bám fa̍ã ya̍ doot sẽ́ maang vwatúud damb bí?	Ngée, bám fa̍ã ya̍ doot sẽ́ maang vwatúud damb Wágdùg púgẽ̀.

38.5 Comprehension Drill 5

Vocabulary

poí	divide
po̍í suká	and a half
yíkà	get up
baodá	look for

wĩ́ntòog - súkà	-	noon
vóosà	-	rest, repose
sígdà	-	descend, quit

Grammar Review

present tense	-	17.2A-C
conditional clause with /sã/	-	22.1A-C
verb chains	-	34.2A-C, 37.2A-B

Exercises

1. Retell the story in your own good Moré.
2. Describe the beginning of the work day here. You need not be truthful, just accurate.

Early to Work

Tónd tengẽ́, tumd síngdà yíbe̍oog wákatà yópòe wala wákatà yópòe la pói suká. Dáwà Kúk sã̍ yí, yɨbe̍oog pɨndà. Dáwà Ku̍k baoda díib bɨlf n díi, la a lóog tumdẽ́. Dáwa Kúk sã̍ tugṍ tumẽ̀ n táa wɨntòog suká. A sígdà mé n wáa yɨidẽ̀ n wáa dɨi, la vóos bɨlf yaasá.

Questions	Answers
1. ¿Tónd tengẽ́, tumd sĩ́ngdà wákat bug yíbe̍oogò?	Yã́m tengẽ́, tumd sĩ́ngdà wákatà yópòe wala yópòe la pói suká.
2. ¿Dáwà Kúk sã̍ yík yɨbeoog pɨndà, a máandà bwẽ́?	A sã́ yík yɨbeoog pɨndà, a báodà díib bɨlf n díi, la a lóog tumdẽ́.
3. ¿Dáwà Kúk tumda mé n táa wákat bugó?	Dáwà Kúk tumda mé n táa wĩ́ntòog súkà.
4. ¿A sígdà mé n wáa a yíidẽ̀ bí?	Ngée, a sígdà mé n wáa a yíidẽ̀.
5. ¿A sígdà mé n wáa dɨi la a vóos bí?	Ngée, a sígdà mé n wáa dɨi la a vóosè.

38.6 Comprehension Drill 6

Vocabulary

néb sã̃ nébà	-	some people
gṍangà	-	here and there, in a circle
weoogó	-	the bush, forest

sṍõsà, sṍõsda	-	talk privately
mése	-	(French) mass

Grammar Review

present tense	-	17.2A-C
auxiliary verb /nãã/	-	27.2A-D, 27.3A-C, 27.4A-D, 27.5A

Exercises

1. The student retells the story, not word for word, but simply stating the major events of the story.
2. Short narrative: Sunday in my home town. This narrative should be only as interesting as it can be within the limits of the vocabulary and structure of the lessons to date.

'Sunday' in Ouagadougou

Dúndà ya zimás yi̍beoogò. Wágdùg púgẽ̀ túmd ká bée yé. Néb sè̍ tumd ub nasád-damb túmà, ká tumd dúndà yé. Néb sãã néb ke̍engdà mésè. Sãã néb ke̍engdà goã́gà wala wéoogẽ̀ nã́ã n tugõ n tã́õmsè. Néb sãã néb me̍ kéengdà weóoghẽ̀ nã́ã n tugṍ n sṍõsè.

Questions	Answers
1. ¿Dúndà ya bwẽ́ daade̍?	Dúndà ya zimásè.
2. ¿Wágdùg púgẽ̀ túmd be̍e mé bí?	Áyò, Wágdùg púgẽ̀ túmd ka̍ bé yé.
3. ¿Néb sè̍ tumd ub né nasád damba túmdà dúndà bí?	Áyò, néb sè̍ tumd ub né nasád damba ká tumd dúndà yé.
4. ¿Néb sãã néb ke̍engdà més bí?	Ngée, néb sãã néb ke̍engdà mésè.
5. ¿Néb sãã néb ke̍engdà gṍã́g bí?	Ngée, néb sãã néb ke̍engdà gṍãgà.
6. ¿Néb sãã néb ke̍engdà weóogẽ̀ nã́ã n tugõ n tã́õms bí?	Ngée, néb sãã néb ke̍engdà weóogẽ̀ nã́ã n tugõ n tã́õmsè.
7. ¿Néb sãã néb me̍ kéengdà weóogẽ̀ nã́ã n tugõ n sṍõs bí?	Ngée, néb sãã néb me̍ kéengdà weóogẽ̀ nã́ã n tugõ n sṍõsè.

38.7 Comprehension Drill 7

Vocabulary

faa	-	approval, encouragement
faasá	-	beautify

yẽ́ngà - according to

páalgà - new

nã́ndã̀ - do with ease, have just

páalg nã̍ndà - brand new

Grammar Review

the relative connective /sẽ́/ - 21.2A-C

the verbs /bée/ and /ya/ - 21.1A-F

verb + verb constructions - /míi/: 24A, 32.2B, 26.1A-D
/dátẽ̀/: 20.3A-C
/tugṍ/: 34.2A-C

Exercises

1. Retell the story.
2. Discuss an attractive building in this area. Remember: accuracy is more important than interesting information.

A New Church

Doota fáasẽ̀ n bée Wágdùgã́. Doog-nĩ́ng, sẽ̍ ya néedè, Dáwà Sékù yẽ́ngà, ya mṍg-pédà dóog sẽ̍ bée Dápoyã̀. Yá doog bílfù, la a yá doog néed wusgo. Dáwà Sékù né a zóa Tembíl mĩ́ĩ̄ n dátẽ̀ n kéengẽ̀ n tugȭ n gésa á la mé. Yá doog páalg nã̍ndà.

Questions	Answers
1. ¿Doota fáasẽ̀ n bée Wágdùg bí?	Ngée, doota fáasẽ̀ n bée Wágdùgã́.
2. ¿Mṍg-pédà dóog ya néed bí?	Ngée, mṍg-pédà dóog ya néed wusgo.
3. ¿A yá doog bédd bí?	Áyò, a ká bédd ye̍, a ya bílfù.
4. ¿Yá doog páalg bí?	Ngée, yá doog páalg nã̍ndà.

38.8 Comprehension Drill 8

Vocabulary

wala - or

Grammar Review

emphatic word order - 19.3A-F

space relationships - 22.3A-C

verbs whose imperfective forms show /-t-/ - 19.2A-D

Exercises

1. Retell the story in good Moré but do not feel obliged to repeat it word for word.
2. Describe the nearest station in this area. The purpose of this exercise is the practical use of Moré. Consequently accuracy in using previously mastered material matters more than information about stations.

The Railroad Station

Wágdùg tidẽ́-ga̍d be̍e Buffét Ótelà póodẽ̀. Yám sã̍ yíi daagẽ n dík Buffét Ótelà sódè, i tátà bée. Ya gád sẽ̍ ya bílf balá. Tidẽ́ damb wata dád fã̍ã. Ub yítà Bóbò né Ábidgeã n wátẽ̀. Yám sã̍ kéeng ga̍dà púgẽ̀ yíbe̍oog fã̍ã, i gẽ́tà néb sẽ̍ kéngd Bo̍bò wala Ábidgeã.

Questions	Answers
1. ¿Wágdùg tidẽ́-ga̍d be̍e yàe?	Wágdùg tidẽ́-ga̍d be̍e Buffét Ótelà póodẽ̀.
2. ¿Yám sã̍ yíi daagẽ wã, i díkdà yae n táa bée?	Yám sã̍ yíi daagẽ n dík Buffét Ótelà sódè, i tátà bée.
3. ¿Gádà ya bédd bí, bí bílfù?	Ya gád sẽ̍ ya bílf balá.
4. ¿Tidẽ́ damb wátà dád fã̍ã bí?	Ngée, tidẽ́ damb wátà dád fã̍ã.
5. ¿Ub yítà Bóbò né Ábidgeã n wátẽ̀ bí?	Ngée, ub yítà Bóbò né Ábidgeã n wátẽ̀.
6. ¿I sã́ kéeng ga̍dà púgẽ̀ yíbe̍oogò, i gẽ́tà néb bí?	Ngée, id sã́ kéeng ga̍dà púgẽ̀ yíbe̍oogò, id gẽ́tà nébà.
7. ¿Nébà kéengdà yáe?	Ub kéengdà Bóbò wala Ábidgeã.

UNIT 39

HOUSES

39.1 Comprehension Drill 1

Vocabulary

yíidì, yíiyà	- compound
zákà, zágsè	- apartment
doogó, dootó	- room
sóab ti yíidã̀	- a property
víi	- (French) live
págà, págbà	- wife, woman wives, women
búudù	- family, race

Note: /né a.../ /lá a.../

Since /a/ can be translated as the English 'his' or 'her', the specific possessor in a given phrase is indicated by other means. In the selection below, /né a.../ refers to the first noun, i.e. /sóabà/ and /lá a.../ refers to the second noun, i.e. /págbà/. Thus the last sentence of the following comprehension drill might be translated into English as: 'The proprietor, with his wives and their children and also with his entire family, lives there'.

Exercises

1. Discussion of story.
2. Student commentary on who lives in his house. A review of Unit Thirty is recommended to facilitate the preparation of accurate commentaries and to avoid less organized investigation of vocabulary.

How Big is a House?

Ub sẽ́ boonda sóab tí yíidã̀, ya zák be̍ddè, tí doot wúsgò bée a púgẽ̀. Zák ka̍ng pu̍gẽ̀, néb wusgo víi be̍e. Zák so̍abà né a págbà la a kóambà, né a búud fa̍ã̃ víi be̍e.

Questions	Answers
1. ¿Ub sẽ́ boonda sóab ti̍ yìidã̀ ya bwẽ́?	Ub sẽ́ boonda sóab ti̍ yíidã̀ ya zák be̍ede.

Questions	Answers
2. ¿Doot wúsgò bée la a púgẽ̀ bí?	Ngée, doot wúsgò bée la a púgẽ̀.
3. ¿Zák ka̍ng pu̍gẽ̀, néb wusgo víi bí?	Ngée, zák ka̍ng pu̍gẽ̀ néb wusgo víi be̍e.
4. ¿Néb wã̍nã̀ n víi a púgẽ̀?	Ya zák so̍abà né a págbà la a kóambà, né a búud fã̍ã.

39.2 Comprehension Drill 2

Vocabulary

búlgà - a well
bookó - a hole
tuká - dig, dug
wókò - long, deep, tall
yṹũdá - drink (verb)
sóab tı̍ búlgà - a well site

A Well

Ub sẽ́ bṍõnda sóab tı̍ búlgà, yá book bílf balá, ub sẽ́ tuki tí a kṍõnt ko̍om. Néb sãã néb tu̍kdà búlg wo̍kò, sãã néb tu̍kdà búlg bı̍lf bala, la a kṍõntà kṍõm tí zák damb páamẽ̀ n yṹũdà, la ub tádà túumd ub túmà, la ub máand ub díibò.

Questions	Answers
1. ¿Ub bṍõndà bwẽ́ tı̍ búlgà?	Búlg ya̍ book bílf bala, ub tí túkà, tí a kṍõnt ko̍om.
2. ¿Néb sãã néb tu̍kdà búlg wã̍nã̀?	Néb sãã néb tu̍kdà búlg wookó.
3. ¿Néb sãã néb me̍ túkdà búlg wã̍nã̀?	Néb sãã néb me̍ túkdà búlg bı̍lf balá.
4. ¿La a kṍõntà kóom bí?	Ngée, a kṍõntà kóom.
5. ¿Tí zák damb páamẽ̀ n yṹũd la ub túmd ub túm bí?	Ngée, tí zák damb páamẽ̀ n yṹũd la ub túmd ub túma.
6. ¿Ub tádà kóomà n mã́ãnd ub díib me̍ bí?	Ngée, ub tádà kóomà n mã́ãnd ub díib me̍.

39.3 Comprehension Drill 3

Vocabulary

makdá - is trying to

gílgù	-	round
tããbó	-	together, in a group with others
tã́ãndà	-	almost
sáyà	-	finished, ended
taabá	-	another
truélle	-	(French) trowel

Building a House

A Kúlg makda dóog pa̍algà nã́ã n mẽ̍ẽ. Yá doog gílgù la a dátẽ̀ n mẽ́ẽ, wala a táabà. Ad tã́ãnd sa̍y me̍. A sã́ makẽ n sáy, a nã́ã n mẽ̍ẽ me̍. A dátẽ̀ n mẽ́ẽ ne̍ a núgù. Né núg ke̍engdà táo ta̍o me̍. A míi wotó. A mẽ́ẽntà dóogà yé dásmà a tã́ãbò.

Questions	Answers
1. ¿A Kúlg makda dóog pàalgà nã́ã n mẽ̍ẽ bí?	Ngée, a Kúlg makda dóog pa̍algà nã́ã n mẽ̍ẽ.
2. ¿Yá doog gílgù la a dátẽ̀ n nã́ã n mẽ̍ẽ bí?	Ngée, yá doog gílgù la a dátẽ̀ n nã́ã n mẽ̍ẽ.
3. ¿Wala a táabà bí?	Ngée, walá a taabá.
4. ¿Tã́ãnd sa̍y me̍ bí?	Ngée, táand sa̍y me̍.
5. ¿A Kúlg sã̍ makẽ n sáy a nã́ã n mẽ̍ẽ me̍ bí?	Ngée, a Kúlg sã̍ makẽ n sáy a nã́ã n mẽ̍ẽ me̍.
6. ¿A Kúlg mẽ̍ẽntà né bwẽ́?	A mẽ́ẽntà né a núgù.
7. ¿A Kúlg tada truéllè bí?	Áyò, a ká tad truélle ye̍.
8. ¿La a mẽ́ẽntà né a núg bí?	Ngée, a mẽ́ẽntà né a núgù.
9. ¿Né núg ke̍engdà táo tào bí?	Ngée, a kéengdà táo tào.
10. ¿A mĩ́ĩ woto bí?	Ngée, a mĩ́ĩ woto.
11. ¿A mẽ́ẽntà doogá yé da̍smà wã́nã̀?	A mẽ́ẽntà doogá yé dásmà tã́ãbò.

39.4 Comprehension Drill 4

Vocabulary

mṍõdè	-	mature, full grown
mĩ́ĩgà, mĩ́ĩsì nĩ́ĩgà, nĩ́ĩsì	-	sour or bitter plants

Note: /sẽ...wã/ and /pa...ye/

Both /sẽ...wã/ and /pa...ye/ are markers which surround the sentence. Both expressions can occur at once, i.e. a negative subordinate clause. In such a case the relative connector, /sẽ́/ precedes the negative marker /pá/ or /ká/. Only one of the usual final particles occurs, however. /wã/ only marks the end of the clause.

Taking Care of the Garden

Samdí dád fa̍ã, Dáwà Sékù mĩ́ĩ n maanga a zẽ́ẽndò. Dáwà Sékù mĩ́ĩ n yánkà móod nĩ̍ĩs ub sẽ́ pa̍ sumá wã. De póodẽ̀, Dáwà Sékù bútà tómatò la kípa̍dè. Dáwà Sékù tada kúmbà mé a zẽ́ẽndẽ̀ wã. Dáwà Sékù mĩ́ĩ n yánkà ub lá me.

Questions	Answers
1. ¿Dáwà Sékù mĩ́ĩ n maanda bwẽ́, samdí dád fa̍ã?	Samdí dád fa̍ã Dáwà Sékù mĩ́ĩ n maanga a zẽ́ẽndà.
2. ¿Dáwà Sékù mĩ́ĩ n maanga bwẽ́ a zẽ́ẽndẽ̀ wã?	Dáwà Sékù mĩ́ĩ n yánkà móod nĩ̍ĩs ub sẽ́ pa̍ súmà wã.
3. ¿La dé po̍odẽ̀, Dáwà Sékù maanda bwẽ́ yaasá?	Dé po̍odẽ̀, Dáwà Sékù buta tómatò la kípa̍dè.
4. ¿Dáwà Sékù tada kúmbà a zẽ́ẽndẽ̀ wã bí?	Ngée, Dáwà Sékù tada kúmbà a zẽ́ẽndẽ̀ wã.
5. ¿Dáwà Sékù mĩ́ĩ n yánkà a kúmbà bí?	Ngée, Dáwà Sékù mĩ́ĩ n yánkà ub lá me.

UNIT 40

FOOD

40.1 Comprehension Drill 1

Vocabulary

sagbó	-	native staple food
muẽmbó	-	mixing, preparing
díglìga	-	earthen house
gã́ãngà	-	colorful cloth
wuká	-	gathered up
téedò	-	belongings, things
súubù	-	collecting

Note: /sẽ́...wã́/ and /ká...yé/

When both /sẽ...wã/ and /ka...ye/ occur in one clause, either /sẽ́ pá... wã/ expresses both ideas or /sẽ́ ká...yé/. In Unit 39, drill 4, we saw /sẽ́ pa ...wã/. In this selection, we have /sẽ́ ká...yé/.

The Inside of the House

Yá doog néedè, la a yá bílfù. Sagb múemb zĩ̍ĩng be̍e mé. Kóom su̍ub zĩ̍ĩng me̍ bée mé. Mam díkà m gã́ãngà n wáa di̍glìg a púgẽ̀. M wúkà m téed me̍ n wáa di̍glìg bée. Yá doog sẽ́ ka̍ bédd ye̍, la a yá néed wusgó. Mam nóngà á la mé.

Questions	Answers
1. ¿Yá doog néed bí?	Ngée, yá doog néedè.
2. ¿A yá bílf bi̍, bí béddè?	A yá bílfù.
3. ¿Sagb múemb zĩ̍ĩng be̍e mé bí?	Ngée, sagb múemb zĩ̍ĩng be̍e mé.
4. ¿Kóom su̍ub zĩ̍ĩng me̍ bée mé bí?	Ngée, kóom su̍ub zĩ̍ĩng me̍ bée mé.
5. ¿Yám di̍kà i gã́ãngà waa díglìg á púgẽ̀ bí?	Ngée, m díkà m gã́ãngà waa díglìg á púgẽ̀.
6. ¿Yám di̍kà i téed me̍ waa díglìg bée bí?	Ngée, m díkà m téed me̍ waa díglìg bée.
7. ¿La a yá doog sẽ́ ya bédd bí?	Áyò, a ká bédd ye̍.
8. ¿La á ya néed bí?	Ngée, a ya néed wusgó.
9. ¿Yám nongá á la me bí?	Ngée, mam nóngà á la mé.

40.2 Comprehension Drill 2

Vocabulary

kí	- millet
zóòm	- flour
zeendó	- sauce
tíis va̍ndò	- leaves from trees
tóodè	- stuck together, sticky

Sagbo, the Traditional Dish

Págà Élizabeth mããnda ságbò. Sagb yá díibò. Ub mã́ãndà sagb né kí sóòm. Dáwà Sékù tengẽ́ ub mã́ãndà ságbò. Ub díita Sagb né zẽẽndó. Ságb zend yá tóodè. Ub mã́ãndà ságb zeend né tíis va̍ndò. Sagb yá Dáwà Sékù tengẽ́ díibò.

Questions	Answers
1. ¿Págà Élizabeth mããndá bwẽ̍?	Págà Élizabeth mããnda ságbò.
2. ¿Ságb ya̍ bwẽ́?	Ságb ya̍ díibò.
3. ¿Ub mã́ãndà ságb ne̍ bwẽ́?	Ub mã́ãndà ságb ne̍ kí zo̍òm.
4. ¿Ub mã́ãndà ságb Da̍wà Sékù tengẽ́ bí?	Ngée, ub mã́ãndà ságb Da̍wa Sékù tengẽ́.
5. ¿Ub díità ságb ne̍ zẽẽnd bí?	Ngée, ub díità ságb ne̍ zẽẽndò.
6. ¿Ságb zẽẽnd yá tóod bí?	Ngée, Ságb zẽẽnd yá tóodè.
7. ¿Ub mã́ãndà ságb zeend né bwẽ́?	Ub mã́ãndà ságb zeend né tíis va̍ndò.
8. ¿Ságb ya̍ Dáwà Sékù tengẽ díib bí?	Ngée, ságb ya̍ Dáwà Sékù téngẽ̀ díibò.

40.3 Comprehension Drill 3

Vocabulary

némdo	- meat
dúngà, dúmsì	- animal, mammal
náafò, níisì	- cow, cows
nóagà, nóosè	- chicken
ku̍undà	- kill

The Variety of Meat

Haute Volta tónd tada néemd bu̍ud to̍y-to̍y wusgó. Id tádà dúmsì; id tádà níisì; id tádà nóos me̍. Bam fã́ã to̍nd di̍ità ub lá me. Tónd ku̍undà ub lá me dítẽ̀. Yám sã̍ ke̍engà Silmiisà yíidì, a gẽ́tà níis wusgo bée.

Questions	Answers
1. ¿Haute Volta ub tádà néemd bu̍ud to̍y-to̍y bí?	Ngée, ub tádà néemd bu̍ud to̍y-to̍y wusgo.
2. ¿Ub tádà dúms la níis bí?	Ngée, ub tádà dúms la níisì.
3. ¿Ub tádà nóos me̍ bí?	Ngée, ub tádà nóos me̍.
4. ¿Bám fã̍ã ub díità ub lá me bí?	Ngée, bám fã̍ã ub díità ub lá me.
5. ¿Ub kúudà ub lá me díitẽ̀ bí?	Ngée, ub kúudà ub lá me díitẽ̀.
6. ¿Sílmiisã̀ yíidì níis wusgo bée me̍ bí?	Ngée, Sílmiis yi̍idì níis wu̍sgo bée me̍.

UNIT 41

THE WEATHER

41.1 Comprehension Drill 1

Vocabulary

túulgò	- warmth, warm season
wákatò	- time, season
wógdò	- cold
sépalgò	- rainy season
sáagà, sáasè	- sky, rain
sóbdè	- shade, night

The Seasons in Upper Volta

¿Yám da̍tȅ n bángà Háute Vólta id sế tada wákat se̍em waè? Id tádà sépalgò, dế ya sáas wa̍katò. Id tádà túulgò, dế ya túulg wa̍katò. Túulgò wúsgò mèngà! Id lébȅ n tada wógd wa̍katò, dế wa̍katò wógd be̍e wúsgò. Id tádà sóbd me̍.

Questions	Answers
1. ¿Yám da̍tȅ n bángà ub sế táda wákat se̍em Háute Vóltà bí?	Ngée, tónd da̍tȅ n bángà ub sế tada wákat se̍em Háute Vóltà.
2. ¿Yám tada sépàlg bí?	Ngée, tónd tada sépalgò.
3. ¿Dế ya wákat bu̍gò?	Rế ya sáas wa̍katò.
4. ¿Yám tada túulg bí?	Ngée, tónd tada túulgò.
5. ¿Rế ya wákat bu̍gò?	Rế ya túulg wa̍katò.
6. ¿Ya túulg wusg méng bí?	Ngée, ya túulg wusgo méngà.
7. ¿Yám tada wógd wa̍kat bí?	Ngée, id lébȅ n tada wógd wa̍katò.
8. ¿Dế wa̍katò wógd be̍e wusgo bí?	Ngée, dế wa̍katò wógd be̍e wúsgò.
9. ¿Yám tada sóbd me̍ bí?	Ngée, tónd tada sóbd me̍.

41.2 Comprehension Drill 2

Vocabulary

baatá	- hole for catching rain water
pídà	- fill up
kóobà	- fields

datẽ n sããma bílfù - almost ruined
niná - some one, something
nin dádè - some day
nin dádè wala kái - sooner or later
yíngà - because of
bílfù sáagà yíngà - because of the low rain fall

Rain

Wágdòogo yíbe̍oogẽ̀ sáagà níi me̍. A pá mí wusg ye. Baatã́ pá píd koom ye. Kóobà mé dátẽ̀ n sããma bílfù sáagà yíngà. La id tẽ́ẽndà mé ti nin dádè wala kái la dá sumá á ye, id twẽ́ paama kóom sẽ̍ yɨid woto.

Questions	Answers
1. ¿Sáagà níi Wágdoògẽ yíbe̍oogẽ̀ bí?	Ngée, a níi mè.
2. ¿A níi wusg bí?	Áyò, a pá níi wusg ye.
3. ¿Baatã pídà kóom bí?	Áyò, ub pá píd koom ye.
4. ¿Kóobà dátẽ̀ n sããma mé bí?	Ngée, kóobà mé dátẽ̀ n sããma mé sáagà yíngà.
5. ¿La yám tẽnda mé tí i twẽ́ paama kóom bí?	Ngée, id tẽ́ndà mé ti nin dádè, wala kái la dá sumá ye, id twẽ́ paama kóom sẽ́ yɨid woto.

41.3 Comprehension Drill 3

Vocabulary

néige - (French) snow

A European Winter

Dúndà yógd be̍e mé, la ká wusg ye. Dábɨtẽ̀ néige lúi me̍. Wógd yɨi wusgo téngà púgẽ̀. Záamè yíi tu̍ulg bɨlfù; wíntòog yíi mè.

Questions	Answers
1. ¿Dúndà yógd be̍e wúsg bí?	Ngée, la a ká wusg ye.
2. ¿Dábɨtẽ̀ néige lui mé bí?	Ngée, dábɨtẽ̀ néige lui mé.
3. ¿Wógd yɨi wusgo téngà púgẽ̀ bí?	Ngée, wógd yɨi wusgo téngà púgẽ̀.
4. ¿Záamè yíi tu̍ulg bɨlf bí?	Ngée, záamè yíi tu̍ulg bɨlfù.
5. ¿Wíntòogo yíi me̍ bí?	Ngée, wíntòogo yíi me̍.

UNIT 42

SCHOOLS

Vocabulary

kásangà, kasámsè	-	large, great
sáyà	-	finished, end

We Want to Build Schools

Id dátẽ̀ n mẽ̍ẽ ka̍dn doot wúsgò kái la yúmà nú. Id dátẽ̀ n paama kádn bi̍is wusgo mé. Yá tum kásang wusgo. A ká twẽ́ sa̍y yu̍mà yé ye̍. A yá tum tóog me̍, la tónd nã̍ã n tuma á la mé yu̍mà nú.

Questions	Answers
1. ¿Yám twẽ́ n mẽ́ẽ ka̍dn doot wusgo kái la yúmà nú?	Ngée, id dátẽ̀ n mẽ́ẽ kádn doot wúsgò kái la yúmà nú.
2. ¿Yám da̍tẽ̀ n paama kádn bi̍is wusgo mé bí?	Ngée, id dátẽ̀ n paama kádn bi̍is wusgo mé.
3. ¿La a yá tum kásang bí?	Ngée, a yá tum kásang wusgo.
4. ¿Yám tuma twẽ́ n sa̍y yu̍mà yé bí?	Áyò, a ká twẽ́ n sa̍y yu̍mà yé ye̍.
5. ¿A yá tum tóog bí?	Ngée, a yá tuma tóogò.
6. ¿Yám nã̍ã n tuma á la mé yúmà wã́nã̀?	Tónd nã̍ã n tuma á la mé yúmà nú.

42.2 Comprehension Drill 2

Vocabulary

séekdà, séekà	-	suffice, be enough
zĩ́ĩmsì	-	seats
méembò	-	act of building

How Many Do We Need?

Záamè a Kúlg ne̍ kádn saam páalgã̀ gómà kádn doot méemb go̍am Wágdòogẽ. Ub dátẽ̀ n mẽ́ẽ ka̍dn doot wúsgò Wágdoòg púgẽ̀. Kádn doot pístã̀ ká twẽ́ se̍ek ye̍. Kádn doot pís-nù twẽ́ se̍ekà mé, la ká né zĩ́ĩms ta̍ab ye̍.

Questions	Answers
1. ¿Záamè, a Kúlg mããna bwẽ́ ne̍ kádn saam páalgã̀?	Záamè ub gómà kádn doot méemb go̍am Wágdòogẽ.
2. ¿Ub dátẽ̀ n mẽ́ẽ ka̍dn doot bí?	Ngée, ub dátẽ̀ n mẽ́ẽ ka̍dn doot wúsgò Wágdoògẽ.
3. ¿Kádn doot pístã̀ tṍẽ se̍ekà mé bí?	Áyò, kádn doot pístã̀ ká tṍẽ se̍ek ye̍.
4. ¿Kádn doot wã́nã̀ tṍẽ se̍ekẽ̀?	Kádn doot pís-nù tṍẽ se̍ekà mé.
5. ¿Né zĩ́ĩnsà táabà bí?	Áyò, ká né zĩ́ĩns ta̍ab ye̍.

42.3 Comprehension Drill 3

Vocabulary

dúnì, dúnyà - earth, world
a dá nã́ã n - he would...

Isaac Has Dreams

A Isák sã́ da̍ ya kádn saambá, a nã́ã n mẽ̍ẽ kádn doot wúsgò. A nã́ã n kadma kádn bi̍is wusg mé. A Isák dátà mé tí a kádn bi̍isà bángà búmbù. A dátà mé tí koamba bángà búm ni̍ng sẽ́ be̍e dúnì púgẽ̀ fã́ã.

Questions	Answers
1. ¿A Isák sã́ da̍ ya kádn saambá, a nã́ã n mãã̃na bwẽ́?	A Isák sã́ da̍ ya kádn saambá, a nã́ã n mẽ̍ẽ kádn doot wúsgò.
2. ¿A dá nã́ã n kadma kádn bi̍is wusgo mé bí?	Ngée, a dá nã́ã n kadma kádn bi̍is wusgo mé.
3. ¿A Isák dátà mé tí a kádn bi̍isã̀ bángà búm bí?	Ngée, a dátà mé tí ub bángà búmbù.
4. ¿A Isák dátẽ́ n zámsà koamba tí ub bángà búm ni̍ng sẽ́ be̍e dúnì púgẽ̀ fã́ã bí?	Ngée, a dátẽ̀ n zámsà ub lá me tí ub bángà búm ni̍ng sẽ́ be̍e dúnì púgẽ̀ fã́ã.

42.4 Comprehension Drill 4

The Home Town French Class

Págà a Pók zámsà fídãs teng bílf pu̍gẽ̀. Ub bóondà téngà ti Kómbisdì. A Pók dooga Kómbisdì. Kómbisd tada kádn doot a níigi, né kadn sáam damba níigì.

Kádn bi̍is ya̍ wusgo á púgẽ̀. A Pók kadn sáambà dá ya̍ móagà. A kádndà néedè. A Pók da̍ ka̍ gómd fidã̍s ye̍, la muásã̀ a gómdà mé. A Pók kadn sáambà yá kadn sáamb sũ̍ngò.

Questions	Answers
1. ¿Págà Pók za̍msà fídãs teng búgò?	A zámsà fídãs teng bílf pu̍gẽ̀.
2. ¿Ub bóondà téngà tí bwẽ́?	Ub bóondà téngà tí Kómbisdì.
3. ¿Págà Pók dooga Kómbisd bí?	Ngée, a dóogà Kómbisdì.
4. ¿Kómbisd tada kádn doot wã́nã̀?	Kómbisd tada kádn doot níigì.
5. ¿Né kadn sáam dam wã́nã̀?	Né kadn sáam damba a níigì.
6. ¿Kádn bi̍is ya̍ wusg á púgẽ̀ bí?	Ngée, kádn bi̍is ya̍ wusg á púgẽ̀.
7. ¿A Pók kadn sáambà dá ya̍ móag bí?	Ngée, A Pók kadn sáambà dá ya̍ móagà.
8. ¿A kádndà néed bí?	Ngée, a kádndà néedè.
9. ¿A Pók da̍ go̍mdà fídãs bí?	Áyò, a dá ka̍ gómd fi̍dãs ye̍.
10. ¿La muásã̀ a gómdà mé bí?	Ngée, la muásã̀ a gómdà mé.
11. ¿A Pók kadn sáambà yá kadn sáamb sũ̍ng bí?	Ngée, a yá kadn sáamb sũ̍ngò.

UNIT 43

TRAVELLING

43.1 Comprehension Drill 1

Vocabulary

néngà - see, appear, keep up to date
sódè - trip

Kuka and Tembila Plan a Trip

A Kúk nã̍ã n ke̍engà sódè. A nã́ã n ke̍engà né a zóa Tembílà. Ub nã́ã n ke̍engà Bóbò. Ub kéengdà Bóbòẽ ub zóa ne̍ngẽ̀. A Kúk né a zóa Tembíl nã̍ã n ke̍engà záabdè, záabd wa̍kàt a nú. Ub nã́ã n taa Bóbò wákat piig né yúngò. Ya kéend wo̍ok wusgo. La Bóbò nã́ã n yi̍i no̍og be̍oogò.

Questions	Answers
1. ¿Sámdì níng sẽ̍ waatá, a Kúk nã̍ã n ke̍engà sód bí?	Ngée, A Kúk nã̍ã n ke̍engà sódè.
2. ¿A Kúk nã̍ã n ke̍engà sód né ándà?	A nã́ã n ke̍engà sód ne̍ a zóa Tembílà.
3. ¿Ub nã́ã n ke̍engà yáe?	Ub nã́ã n ke̍engà Bóbòẽ.
4. ¿Ub kéengdà Bóbòẽ ub zóa ne̍ng bí?	Ngée, ub kéengdà Bóbòẽ ub zóa ne̍ngẽ̀.
5. ¿A Kúk né a zóa Tembíl ke̍engdà wákat bu̍gò?	A Kúk ne̍ a zóa Tembíl ke̍engdà záabdè.
6. ¿Záabd wa̍kat bu̍gò?	Záabd wa̍kat a nú.
7. ¿La a Kúk ne̍ a zóa Tembíl nã̍ã n taa wákat bu̍gò Bóbòẽ?	Ub nã́ã n taa bée wákat piig né yúngò.
8. ¿Ya kéend wo̍ok bí?	Ngée, ya kéend wo̍ok wusgo.
9. ¿Bóbò nã́ã n yi̍i no̍og be̍oog bí?	Ngẹe, Bóbò nã́ã n yi̍i no̍og be̍oogò.

43.2 Comprehension Drill 2

Vocabulary

klásà - class (on a train)
kéendà - trip

The Train Trip to Bobo

Ub díkà tídẽ̀ Wágdoògẽ n kéeng Bo̍bòẽ, a Kúk ne̍ a zóa Tembíla. Néb pida tídẽ̀ wã púgẽ̀ wusgo. Ub díkà klás a tã́ãb so̍abà. Yẽ́nd ya̍ doota tã́abò. Néb be̍e bée wusgo. Ub ká náms ub kéendà púgẽ̀ yé.

Questions	Answers
1. ¿Ub díkà tídẽ̀ Wágdoògẽ n kéeng ya̍e?	Ub díkà tídẽ̀ Wágdoògẽ n kéeng Bo̍bòẽ.
2. ¿A Kúk ne̍ ándà?	A Kúk ne̍ a zóa Tembíla.
3. ¿Néb pida tídẽ̀ wã púgẽ̀ bí?	Ngée, néb pida á púgẽ̀ wúsgò.
4. ¿Ub díkà klás a tã́ãb so̍abà bí?	Ngée, ub díkà klás a tã́ãb so̍abã̀.
5. ¿Yénd ya̍ doot á tã́ãb bí?	Ngée, yénd ya̍ doot a tã́ãbò.
6. ¿Ti néb be̍e bée wusg bí?	Ngée, néb be̍e bée wusgo.
7. ¿Ub námsà i kéendà púgẽ̀ bí?	Áyò, ub ká náms ub kéendà púgẽ̀ yé.

43.3 Comprehension Drill 3

Review

/bángà/ and /míi/ - 26.1A-D

Poko Will Also Be in Bobo

Págà Pók da̍ be̍e Dapóyà, la a kéengà Bóbòẽ muásã̀. A sṹũd ka̍ no̍og wusg bé yé. A dá ka̍ míi néb wu̍sg Bo̍bòẽ yé. La a bángà néb be̍e muásã̀. A zĩ́ĩndg ya̍ nóog wusgo.

Questions	Answers
1. ¿Págà Pók da̍ be̍e yáe?	A dá be̍e Dapóyà.
2. ¿La a kéengà yáe muásã̀?	A kéengà Bóbò.
3. ¿A Pók sũ̍́ũd ya nóog Bo̍bòẽ bí?	A sṹũd ka̍ nóog wusg yé.
4. ¿A Pók da̍ míi néb Bo̍bòẽ bí?	Áyò, a dá ka̍ míi néb wusg Bóbòẽ.
5. ¿La a bángà néb be̍e bí?	Ngée, a bángà néb be̍e.
6. ¿A zĩ́ĩndg yi̍i no̍og wu̍sg Bo̍bòẽ bí?	Ngée, a zĩ́ĩndg yi̍i no̍og wusgo.

43.4 Comprehension Drill 4

Vocabulary

gẽ́, gẽ́ntà - saw, see
páalg nã̍ndà - brand new
sídè - in construction

Grammar Review

/nã/ - 28.1A-D, 28.2A-F
/nãã/ - 27.2A-D, 27.3A-C, 27.4A-D

We Pass Some Construction

Záamè a Tembíl di̍kà lógtòd yiídà sódè nã́ã n ke̍eng bée né. Sídẽ̀ wã butíkà dóog seaagá, a gẽ́ntà dóog pa̍algà, ub sẽ́ nã̍ mẽ́ẽntà. Ub yéelà mé tí yá bánk doogo lá yéndà; la ub nã́ ka̍ mẽ́ẽ a sáy ye̍; la yá doog páalg nã̍ndà. F sã́ yũ̍sgò bée nè, f gẽ́ntà doog bílfù á yémbdè, ub sẽ́ mẽ́ẽntà bée nè.

Questions	Answers
1. ¿Záamè a Tembíl di̍kà lógtòd yíid so̍dà bí?	Ngée, a díkà lógtòd yíidà sódè.
2. ¿A Tembíl gẽ̍ bwẽ̍ sídẽ̀ wã dóog sea̍agã̀?	A gẽ́ do̍og pa̍algà, ub sẽ́ nã̍ mẽ̍ẽntà.
3. ¿Ya bwẽ́ doog lá yéndà?	Ya bánk doogó.
4. ¿La ub mẽ́ẽ á la mé n sáy bí?	Áyò, ub nã́ ka̍ mẽ́ẽ n sa̍y ye̍.

UNIT 44

THE NEIGHBORHOODS OF OUAGADOUGOU

44.1 Comprehension Drill 1

Vocabulary

sígdà	-	continue, follow
goángà	-	promenade, a walk
ámbassadà	-	(French) embassy
mõgpér	-	(French) mon pere, priest
póg sa̍dà	-	young lady, girl
púg sa̍dbà	-	young ladies, girls

Kúlbà, Dapóyà, Láglẽ̀

Fo sã́ waa Wágdòogẽ goã́ng balá, zĩ́ĩms nı̍̃ng ya̍m sẽ̍ sı̍dgẽ̀ n túgõ̀ n gẽ́s, ya Kúlbà, Dapóyà, la Láglẽ̀. Bám ya zĩ́ĩms sẽ̍ ya néedè. Ub bée Wágdoòg púgẽ̀. Kúlbà ya Ámbassad damba zĩ́ĩmsì. Dapóy mõgpér doogã ya bílfù la a ya néed wusgo. Láglẽ̀ mé ya teng bílfù né a náabà. Láglẽ̀ mé, póg sa̍db kádn doog bédd be̍e bée.

44.2 Comprehension Drill 2

Vocabulary

básdà	-	neighborhood, this place
mákà, mákdà	-	measured, measure
yálmà, yálndà	-	extended, extend
keelá	-	remain, be left over
keelẽ́ n taalá	-	occupy, fit into
dígdà	-	area, town
semsé	-	a joint, corner
koi	-	intently, or purpose

How Big Is Laglẽ?

F sã́ be̍e Láglẽ̀ mwásã̀, f básdà Wídẽ̀ n f dítgò. Ub sẽ́ makdá, Láglẽ̀ yálm kòi! Láglẽ̀ síd ya yálngò. Gẽ́nà n keelẽ n táalẽ̀ n dígd Ba̍ogẽ̀, n dígd Nóosẽ̀ la sémsè fã́ã.

44.3 Comprehension Drill 3

Vocabulary

dábdà	- approach, extend towards

The Extent of Laglẽ

Fo sã́ si̍d be̍e a Dakwéngò, f sã́ gẽ̍sà f póodẽ̀ wã, sẽ́ tadẽ n dábdà a Nóosẽ́, ya Láglẽ̀ la dẽ́ndà. Láglẽ̀ méngà bée Wágdoòg táodè; n tádà Dóagẽ̀, n tádà ub sẽ́ boond tí Kaviéd, n tádà Nákùmbúgò la Dapóyà, la Háyà.

44.4 Comprehension Drill 4

Vocabulary

soándgà	- census, counting
wẽ́ẽndà, wẽ́ẽnà	- seems, seemed to have the appearance of
yídà	- more, more than

Many People Live There

Láglẽ̀ yálmà mé. Ub síd ye̍elà mé, ti dẽ́ soandga úb sẽ́ makda, sã́ ká Dapóyà, ká weenda á táab lebẽ n bée me n yídà a né sũ̍ũd ye̍.

44.5 Comprehension Drill 5

Vocabulary

mõmpér, mompiámbà	- (French) priest, priests
eglíisì	- (French) church
yúngdà	- return often to a given place
Wénã̀m	- God
sésà	- prayed, spoke through the teeth

The Church at Kolg-Naaba

Id sã́ yo̍sg be̍e mwásã̀ lébgà Kolg-Náab la id kéendà. Ya Kolg-Náab la mompiámbà tugõ n mẽ́ẽ. Ub dóot be̍e né, ti ub bóond ti̍ eglíisì, ti ub kéendẽ̀ n yṹngd we̍nã̀m sées be̍e.

44.6 Comprehension Drill 6

Vocabulary

bádaagà, bádaasè	- dam, dams (French)
básà	- stopped, left off, let alone
zondá	- set up, built
maamsé	- assimilate, collect

The Dam at Kolg-Naaba

Ti id sá̍ sígd Kolg-Náab mwa̍sà̍, lébè̍ n yá bádasà̍. Zonde n wáa ba̍s be̍e. Bádasà̍ tóo me̍ lébè̍ n bée be̍e. Bádag ká̍ng mé sá̍ ka̍ ub sé̍ pagá néd mwa̍sà wã, kóomà dágè̍ tõẽ bádàg kángà káodè̍, tí ub máams dè̍ ti̍ pá mã̍ãn ye̍.

44.7 Comprehension Drill 7

Vocabulary

zéémà, zéemsè	- equality

Tampúy

Tónd sá̍ yíi be̍e mwásà̍ lébgà Támpuy. Bám me̍ tada ub náab be̍e. Ya téng bi̍lf ba̍là n zéemsè.

44.8 Comprehension Drill 8

Vocabulary

púugò, púutò	- field, fields
koodá	- cultivate
ai	- but, while
teká	- extent
togsé	- imitate, represent

Where Are the Ouagadougou City Limits?

La tónd sá̍ síg be̍e mwásà̍, m tẽ́nd ti̍ lébgà púutò. Lébgà púut mwa̍sà̍ tí nebà tadẽ n kóod bala n taalẽ n díg Bágsiònk mwásà̍. Ai Wágdoòg tékà pá tõẽ́ yangẽ n tógs ye̍. Wágdoòg ya béddè wúsgò. Ya id wáa bas wótò balá.

Drill 1

Questions	Answers
1. ¿Fo nã́ n waa Wágdoòg dúndà bí?	Ngée, mam nã́ n waa Wágdoòg dúndà bálà.
2. ¿Fo wáa mė nã́ã n zum bwẽ́ Wágdoògẽ?	Mam wáa goang bál ka.
3. ¿Fo dátẽ̀ n gẽ́sà zĩ́ĩns tenga Wágdoòg púgẽ̀ bí?	Ngée, m dátẽ̀ n gẽ́sà zĩ́ĩns sẽ̀ ya Wágdoòg púgẽ̀.
4. ¿Zĩ́ĩns bu̇gò ya néed kȧ?	Kúlbà ya néedè; Dapóy ya néedè; Láglẽ̀ ya néedè.
5. ¿Ub bée Wágdoòg púgẽ̀ bí?	Ngée, ub bée Wágdoòg púgẽ̀.
6. ¿Bwẽ́ bėe Kúlbà?	Ámbassad damba zĩ́ĩns bėe Kúlbà.
7. ¿La Dapóyà bwẽ́ bėe bée?	Dapóyà mõ̀gpér doog néedè n bée bée.
8. ¿La Láglẽ̀ bwẽ́ bėe bée?	Láglẽ̀ ya téng bi̇lf nė a náabà.
9. ¿Láglẽ̀ tada bwẽ́ yaasa?	Láglẽ̀ tada pogsádb̀ kádn doog bédd mė.
10. ¿Yám nȧ̃ã n kėengà bée béoog bí?	Ngée, m nã́ã n kėengà bée béoogò.

Drill 2

Questions	Answers
11. ¿Láglẽ̀ bée yáe muásẽ̀?	Láglẽ̀ bée Wídẽ̀ dítgò.
12. ¿A Sékù sã́ bėe Laglẽ́, a básdà Wídẽ̀ yáe?	A Sékù sã́ bée Láglẽ̀, a básdà Wídẽ̀ a núg di̇tgò.
13. ¿Ub sẽ́ makdá, Láglẽ̀ yálmà mé bí?	Ngée, ub sẽ́ makdá, Láglẽ̀ yálmà wúsgò.
14. ¿Láglẽ̀ táalà mé n kéeng yȧe?	Láglẽ̀ táalà mé n kéeng Bȧogẽ̀, Nóosẽ̀, la Sémsẽ̀.

Drill 3

Questions	Answers
15. ¿A Dákwèng póodẽ̀ wã kéetẽ̀ ya Láglẽ̀ la bée me bí?	Ngée, a Dákwèng póodẽ̀ wã kéetẽ̀ ya Láglẽ̀ la bée me fã́ã.
16. ¿Láglẽ̀ bée yáe Wágdoògo?	Láglẽ̀ bée Wágdoòg táodè.

Drill 4

Questions	Answers
17. ¿Laglẽ̀ yálmà mé bí?	Ngée, Láglẽ̀ yálmà mé.

18. ¿Dapóy né Láglẽ̀ búgò ya béddè?	Dapóy ya bédd wusgo n yíd La̍glẽ̀.

(No questions for Drill 5)

Drill 6

Questions	Answers
19. ¿Kolg-Náabã̀ tada bádas bí?	Ngée, Kolg-Náabã̀ tada bádasè.
20. ¿Kolg-Náabã́ bádasã̀ yá bédd bí?	Ngée, Kolg-Náaba̍ bádasã̀ yá béddè.
21. ¿La a yá súmà bí?	Áyò, a ká súm ye̍.

Drill 7

Questions	Answers
22. ¿Tónd sã̀ yi̍i be̍e, id kéengdà yáe?	Tónd sã̀ yi̍i be̍e, id kéengdà Támpùy.
23. ¿Tampúy tada náab bí?	Ngée, Tampúy tada náabà.
24. ¿Tampúy ya téng bi̍lf bí?	Ngée, Tampúy ya téng bi̍lf balá.

Drill 8

Questions	Answers
25. ¿La tónd sã̀ síg be̍e muásã̀, id tátà yáè?	Tónd sã̀ síg bee muásã̀, id lébgà púutò.
26. ¿Ya bwẽ́ pu̍utò?	Ya néb pu̍utò.
27. ¿Nébà mã́ãndà bwẽ̀ ne̍ ub púutã̀?	Nébà kóodà ub púutà púgẽ̀.
28. ¿Púutã̀ táalẽ̀ n táa Ba̍gsiõnk bí?	Ngée, púutà táalẽ̀ n táa Bágsiõnkò.
29. ¿Wágdoòg ték la wótò né bí?	Áyò, Wágdoòg ték ka̍ woto né bal yé.
30. ¿Wágdoòg ya bédd wusg bí?	Ngée, Wágdoòg yá be̍dd wusgo.

Translations

Drill 1

If you take a walk in Ouagadougou, the places you will see are Kulba, Dapoya, and Laglẽ. They are the prettiest places. They are in Ouagadougou. The foreign embassies are in Kulba. There is a little church in Dapoya which is very pretty. Laglẽ is a small town with its own chief. There is also a

large school for girls there.

Drill 2

If you are in Laglẽ now, you have Widẽ on your right. Laglẽ is indeed very big! Laglẽ is really vast. It occupies Boogẽ and Noosẽ both.

Drill 3

When you are in Dakwengo, look behind you toward Noosẽ. That's Laglẽ. Laglẽ is right in front of Ouagadougou. It contains Doagẽ, another place called Caviere, Nakumbugo, Dapoya and Haya.

Drill 4

Laglẽ covers a large area. At the last census, it was established that Laglẽ is the most populated area, next to Dapoya.

Drill 5

If we pass there now, we come to Kolg-Naaba. The good fathers built a house there called a church. They go there from time to time to pray.

Drill 6

Then, continuing our trip after Kolg-Naaba, we come to the end of a dam which was built in that neighborhood. There are various dams there. This one dam here, which has just been built, could collect water for every one to use, but is is not quite ready yet. (It has suffered from continuous flooding.)

Drill 7

After we have left there, we come to Tampuy. They also have their own chief there. It is also only a small town.

Drill 8

After that, I think that we come to the open country. There are people there now cultivating the fields which extend to Bagsionko. The Ouagadougou city limits are not here. Ouagadougou is very big. It is we who come to the end of our trip.

UNIT 45

CHILDHOOD MEMORIES

45.1 Comprehension Drill 1

Vocabulary

yã́ndò, yã́ndde	-	childhood
téngdà, téngà	-	remember, remind
ketá	-	remain

My Home Town

Teng nĩ́ng mam sẽ́ ketẽ n tẽ́ẽndà yéel wusgo ya Lódopèni. Mam dátẽ̀ n lébẽ̀ n gẽ́ á la mé yaasa. A tẽ́ngdà yéel wusgo m yã́nd mė.

45.2 Comprehension Drill 2

Vocabulary

pípì	-	at first
sóol`	-	possession, property
kóabgà	-	one hundred

It is a Small Town

Pípì dalá, f bángà tí Lódopèni bée Dedugù né Bóbò suka. La yá Dédug sȯolmẽ̀ n la a bée. Lódopèni yá teng bílf bala. A tádà néb kȯabg balá.

45.3 Comprehension Drill 3

Vocabulary

gulá	-	raised, grow up
saam bílà	-	uncle

Not My Birth Place

Mam ká doog bée né yé. La mam gúlà bée. Mam búlà m sáam bìl nìng bėe.

45.4 Comprehension Drill 4

Vocabulary

tólmdè	-	change for a purpose

My Uncle's House

M sáam bi̍l sẽ̍ yi̍i yi̍idì ya yúm pi̍sì muásã̀ n túgõ̀ zĩ́ĩ Lódopèni n tólmdẽ̀. Ya yẽ́nd za̍kẽ̀ la mam bángà m yã́ndm̀ nóogò.

45.5 Comprehension Drill 5

Vocabulary

wóoglm̀	-	length, size (of clothes)
táabà	-	each other, together
yídà	-	exceed, surpass
tágsgò	-	idea, thought
tágsgà	-	guess, imagine, think

The Six of Us Had One Thing in Common

M sáam bi̍i da̍ tada kóambà nu. Tónd fã̍ã da̍ ká tad yúmd ye̍ ye̍. La id wóoglm da̍ ka̍ yíd ta̍ab wusg yé. A bíig di̍blì kásmã̀ dá tada yúm píg-la-yébù. ¿Yã́m me̍ tágsẽ̀ n gẽ́s sẽ̍ késà mwásã̀? A kóamba fã́ã ya̍ kom bíblì. Ngée, ub fã́ã! A Ámadu, a Móusà, a Yúsùf, A Álí, la a Hámidu.

45.6 Comprehension Drill 6

Vocabulary

yísà, yísda	-	take out
kéengà	-	outside, a short distance away
deongó	-	game, playing

Our Activities

Dád ni̍ngà tónd mĩ̍ĩ n yíisà dúmsĩ kéeng pu̍gẽ̀. Wákat ni̍ngà tónd ke̍endà tã́õsgò. Wákat ni̍ng bí kóòm deong púugò séaagẽ̀ bée.

45.7 Comprehension Drill 7

Vocabulary

tasá	reached
zẽẽndó	sauce, gravy
mánà	okra
túdà	companions, a following

Evenings

Záabdè sã́ mĩ́ĩ n watá, mam né m túdã̀ tasẽ n díkdà yíid so̍dè né sṹũd no̍ogò. Tónd sṹũdà ya nóog wusgo id sẽ́ nã̍ n lébẽ̀ n tugẽ n gẽ́ m má Tani wã, la id gẽ́ sag túulgã̀ né mán zend nóogò.

Drill 1

Questions	Answers
1. ¿Fó téndà téng bu̍g ye̍el wusgo?	Mam téndà Lódopèni yéel wusgo.
2. ¿A téngdà la f la yéel wusgo bí?	Ngée, a téngdà m la yéel wusgo.

Drill 2

Questions	Answers
3. ¿Lódopèni bée yáe?	Lódopèni bée Dédugù né Bóbò súkà.
4. ¿La yá sóolmẽ̀ n lá bée?	A bée Dedùg sóolmẽ̀.
5. ¿Lódopèni ya téng be̍dd bí, bí bílfù?	Lódopèni ya téng bɨlf balá.
6. ¿A tádà néb wã̍nà a púgẽ̀?	A tádà néb ko̍abg balá.

Drill 3

Questions	Answers
7. ¿A Tembíl dooga bée bí?	Áyò, a ká doog bé yé.
8. ¿Ub gúlà á la mé yáe?	Ub búlà á la mé bée.
9. ¿Ya ándà yẽ́ng la a gúlè a?	A gúlà a sáam bɨlf yẽ̍ngà.

Drill 4

Questions	Answers
10. ¿A sáam bi̍lf sẽ̍ yi̍i yi̍id ya yúm wã̍nã̀?	A sáam bi̍lf sẽ̍ yi̍i yi̍id ya yúm pi̍si mwásã̀.
11. ¿La a sáam bi̍lfã̀ túmdà bwẽ́ tum Lodopèni?	A sáam bi̍lfã̀ tólmdà Lódopèni.
12. ¿A bángà a yã́ndm̀ nóog ya̍e?	A bángà a yã́ndm̀ nóog ba̍m za̍kẽ̀.

Drill 5

Questions	Answers
13. ¿A sáam bi̍lfã̀ dá tada kóam wã̍nã̀?	A sáam bi̍lfã̀ dá tada kóamb a̍ nú.
14. ¿Koamba fã́ã yu̍m dá ya a yé bí?	Áyò, ub fã́ã yu̍m dá ka̍ a yé ye̍.
15. ¿Koamba wóoglm̀ dá yi̍dà táab wusgo bí?	Áyò, koamba wóoglm̀ dá ka̍ yi̍d ta̍ab wusg ye̍.
16. ¿A bíig di̍blì kásmã̀ dá tada yúm wã̍nã̀?	A bíig dibli kásmã̀ dá tada yúm pi̍ig-la-yébù.
17. ¿A kóambà fã́ã ya kómdi̍blì bí?	Ngée, a kóambà fã́ã ya kómdi̍blì.

Drill 6

Questions	Answers
18. ¿A koámbà mĩ́ĩ n yísà dúmsì n kéeng pu̍gẽ̀ bí?	Ngée, ub mĩ́ĩ yísà dúmsì n kéeng pu̍gẽ̀.
19. ¿Wákat nɨngà ub mĩ́ĩ n kéengà tã́õsg bí?	Ngée, wákat nɨngà ub mĩ́ĩ n kéengà tã́õsgò.
20. ¿Wákat nɨngà ub mĩ́ĩ n kéengà kóom deong mé bí?	Ngée, wákat nɨngà ub mĩ́ĩ n kéengà kóom deongo.

Drill 7

Questions	Answers
21. ¿Záabd sã̍ taa, koamba mã́ãndà bwẽ́?	Záabd sã̍ taa, ub kúisà yĩ́ĩdẽ̀.

22. ¿Koamba sṹũd ya nóog ne̍ ub má a Tani bí?	Ngée, ub sṹũd ya nóog wusgo né ub má a Tani.
23. ¿Ub nóngà ságb ne̍ zeend wúsg̀ bí?	Ngée, ub nóngà ságb ne̍ zeend wúsgò.

Translations

Drill 1

The place which remains most in my mind is Lodopeni. I want to see it again. It reminds me a lot of my childhood.

Drill 2

At first, you must know that Lodopeni is between Dedugu and Bobo. It is in the Dedugu administrative area. Lodopeni is only a small place. It has only one hundred inhabitants.

Drill 3

I was not born there, but I grew up there. My uncle there raised me.

Drill 4

My uncle, in whose house I spent ten years, was a merchant. It was in his house that I knew the happiness of childhood.

Drill 5

My uncle has five children. We didn't all have the same age. But our sizes were almost the same. The oldest boy was twelve years old. Can you guess the rest? All the children were boys. Yes, all of them! Amadu, Mousa, Yusuf, Ali and Hamidu.

Drill 6

During the day, we used to take the animals out. At that time we would go hunting. Or we would play in the water next to the fields there.

Drill 7

When evening came, my companions and I would take the road home cheerfully. We were very happy if just on our arrival we would see my aunt Tani and also the hot sagbo with some good okra sauce.

UNIT 46

HUNTING

46.1 Comprehension Drill 1

Vocabulary

yaab-dambà	ancestors
wã́-wã̍nã̀	how?
tígsdà táabà	gather together
néb sãã nébà	some people

Hunting, Old Style

¿Tónd ya̍ab dam dágẽ̀ tã́õsdà wã́-wã̍nã̀? Tónd ya̍ab dam dágẽ̀ tígsdà táabà, dágẽ̀ n bée téms tóod-tóodè, la ub tígsdà táab tenga yímbdè bám wusgo. Néb sãã néb ke̍engdà né náò; néb sãã néb ke̍engdà né wíidì.

46.2 Comprehension Drill 2

Vocabulary

zõõmbá	mount, ride
zandá	pick up, grasp
kándè, kánà	lance, spear, arrow
támbgò, támbdò	club, whips
basá	left behind
pógdà	follow
támpò	bows for arrows
kalbdé, kalbá	club, clubs

Pedestrians and Riders

La sẽ́ zoomba ub wíidì wã pá tat sẽ́ ke̍engdà ub né náwà ye. La wíidì wã dámbà, bám zaanda kã́nà la tã́mbdò. La náwã̍ dámbà ya baasé bógd ba̍m. La bám me̍ tada támpò la kálbà.

46.3 Comprehension Drill 3

Vocabulary

soámbà, soámsè	-	game animal
yalsá, yalsdá	-	bring out of hiding
wudgí	-	escape, run
lóbgà	-	once, only one time
kúongà	-	caught
dígà, dígdà	-	took
yúnkà	-	snatched up

The Hunting-Dogs

Kalbdé, lá ub sẽ́ taantẽ, báas mwásã̀ wã wáe. Baase sẽ́ mi̍i n po̍gd na̍wã̀ dámbà, bám sã̍ míi n tugṍ n gé so̍ambà, ub sã́ yalsá mwásà ta, a sã́ wudgí tí ub sã́ lo̍bgà kuóngè. Ya báasã̀ dígdà a. Ub sã́ tugõ n paamá, yúnkè. Ub kéldẽ̀ n taa basa á la mé.

46.4 Comprehension Drill 4

Vocabulary

tidá	-	stand up
tida wéef zu̍g woto	-	stand up on the horse
yánkà	-	close, pulled out
zoómà, zóondà	-	continue, last
koomá, koondá	-	strike
kadsá	-	detach, unglue
ketá	-	remain, stay
lóogdè	-	the side

Hunting on Horseback

Ub yéelà tí wíidi wã dámbà nínà mĩ́ĩ n twẽ́ n tugõ tídà wéef zu̍g woto, n dígà waa yánkà, n dígà-dígà waa tugõ n zṍõnd woto né. Kóondã̀ kádsà bala táo-ta̍o balẽ n kétẽ̀ n tád lo̍ogdè.

46.5 Comprehension Drill 5

Vocabulary

nasádènde	- European style
kúu, kúudà	- kill, die

Our Ancestors were Excellent Hunters

Muásã̀ lébgà nasádèndè. Nínà sã́ da̍ nã̍ yáas ne̍ tã́mpõ̀ tãõ a twẽ́ si̍d ku̍u so̍amsà a yíibù. Id ká míi sã̍ ya síd yẽ̍n ye̍, la ub sẽ́ da̍gẽ̀ makda yẽ́ndà, ub dá tãõda la súmà.

46.4 Comprehension Drill 6

Vocabulary

búgùm	- fire
búg-da̍oogò	- gun
búg-da̍oodò	- guns
tíim	- powder, medicine
níigà, níigdà	- ooze, sweat, leak
kúgdè, kúgà	- stone, stones
pooglá, pooglgá	- wounded, mourned
zóom	- powder, flour

Guns

La ub dá tada búg-da̍ood me̍ sẽ́ ni̍igd ti̍im zo̍om, tí ub bóond tí búg-da̍ood tíìm, tí ub píi ku̍gà púgẽ̀ wã. A kúgà yẽ́n da̍gẽ̀ míi pógǹd dúmsà wáè!

46.7 Comprehension Drill 7

Vocabulary

kúdmà	- the times of the ancestors, long ago
hálà	- until, since, even
légà, légdà	- came back without having accomplished the mission
lé	- not any more (from /lébà/)
yẽ́ngà	- spread out
pínd zi̍ingẽ̀	- formerly (lit. - in an earlier place)
lóngà, lómsè	- drum

Hunting Today

Dúndà, tã́õsgà lé ka̍ yánk yẽ̍ng wusg yé. Ya sídà. Muásã̀ tã́õsgà ká le̍bẽ̀ n bée a pínd zi̍ingẽ̀ yé. Ub básà kúdmà n kẽ́ẽ nasadéndè. Nébà sẽ́ mĩ́ĩ n tígm̀ táabà hál ti̍ yá wíidì la lómsè. Muásã̀ ya f gé a yé wã kẽ́ẽm, n díkì légẽ̀ n wáat f yíidì.

46.8 Comprehension Drill 8

Vocabulary

dadá	-	perhaps
báo	-	search for, make an effort to get
báo-ba̍o	-	the object of the search
báa	-	add, increasing
yẽẽntá	-	discourage

The Lone Hunter Has Less Endurance

Píndà f dágẽ̀ n tõẽ́ paam dádà á yé n báo-ba̍o, f pa̍ yẽẽnta mé, kétẽ̀ n ya báob balá. La muásã̀ f sã́ ke̍ngà f yé né búg-da̍oogò, f sã́ ka̍ tugõ n páam, f yẽẽntà mé, tí ya f sẽ́ ya f gé bu̍m la f sẽ́ ka̍ paamã, n lébgẽ̀ n wáà.

46.9 Comprehension Drill 9

Vocabulary

náagdà	-	meet, unite
sáadà	-	vagabond
võõdè	-	hole, emptiness, loneliness

Nowadays Hunters Are Not Organized

Mwásã̀ yíi téedà wáa me̍, sẽ́ nã̍ã n ku̍u wa̍e la nébà sẽ́ ka̍ lébẽ̀ n náagd ta̍abà. Néd ka̍ fã́ã sa̍adẽ̀ n báodà a méng võ̍õdè bal mwásã̀.

Translations

Drill 1

How did our ancestors hunt? Coming from different places, they would gather together in one village, chosen before hand. Some would come on foot;

others on horseback.

Drill 2

Those on horseback were not as numerous as the foot travellers. The horseback riders had bows and arrows. The pedestrians were accompanied by their dogs and had bows and clubs also. These clubs were used for the final kill.

Drill 3

The dogs, which accompanied the hunters, were specially trained for their work. When they saw an animal, they knew how to bring it out into the open. If the animal ran, they caught it. It was these dogs who took it. If they succeeded in throwing it down on the ground, then the hunters came to finish it off.

Drill 4

They said that the horsemen used to stand up on their horses, to take an animal, while their mounts rode on. They got their animal by piercing it swiftly with a lance from this position.

Drill 5

Now hunting is practiced European style. Formerly a good hunter could kill two animals at once. We don't know if what people say is true or not. It seems, nevertheless, that our ancestors were excellent hunters.

Drill 6

And they also had fire arms which spat powder, which they call guns of powder. They put the powder in some pebbles. These pebbles would wound the animals fatally.

Drill 7

Today, hunting is not so attractive any more. That's true. Now hunting is no longer what it was before. They have abandoned the style of the ancestors and adopted European style. People used to gallop together [to the forest to the accompaniment of] horses and drums. Now you see one sole traveller, who returns home without having accomplished his mission.

Drill 8

Formerly you could perhaps find something if you did not get discouraged and continued your search all day long. But now if you go out alone with a gun, you get discouraged if you don't get anything, that is if you see something which you do not succeed in bringing home.

Drill 9

Now there is a lot of equipment to hunt with, but there are no more hunting groups. Now a hunter goes out alone and does not seek companionship anymore.

UNIT 47

THE CAT AND THE BUGS

47.1 Comprehension Drill 1

Vocabulary

nángdu̍sà	-	change, return to former state
kii	-	spoil, kill, put an end to
dálà	-	one must
bengá	-	covered up
mustikédà	-	(French) mosquito netting
sã́õngà	-	improved, better
dũ, dundá	-	sting, nip, prick
pompá, pompdá	-	sprayed, spray
petrólà	-	gas, oil, kerosene

Bugs

Ya nángdu̍s wa̍katò. Dúmsà ya wúsgò. Ya kíi wã né kámã̀nã́ sẽ́ be̍e wã. F sã́ kẽ̍ẽ doogẽ́, dálà f pagé, wala f béngà mústikedà, tí dẽ́ watẽ n sã́õngà. F yẽ́ngà á la mé, sã́ pa̍ dẽ́ndà. Dúmsà ya wúsgò. Ub dúndà f lá me. Sãã néb pompda né petról ko̍om bílfã̀.

47.2 Comprehension Drill 2

Vocabulary

pítà	-	are found
pómpidà	-	squirt gun

Bugs at Night

Yúngò ub pítà wúsgò. F sã́ kẽ̍ẽ doogẽ yúngò, dálà f pómpì né tíim kóom ub sẽ́ boond tí petrólà wala Flýtòx. Ya yẽ́nd bala f tádẽ̀ n pómpidẽ̀. A kúudà dúms wusgo wálà f kíi fu̍g doog púgẽ̀.

47.3 Comprehension Drill 3

Vocabulary

yúgà	- cat
káosà	- stayed
maana	- happened
dádè, dádsm̀	- day
suká	- asked
toolá	- do business, send an order

The Dead Cat

Dáwà Tembíl dá tada yúg bɨlfù ub sɛ́ kõõ á. Dáwà Tembíl dá nȯngà á la wúsgò. La a pá káos nė Dáwà Tembíl yė. A máanà dásm̀ píig-la-náas bala. Dádà yémbdè, Dáwà Tembíl sɨgà túmdɛ̀ n táa tí a Isák yéel Dȧwà Tembíl tí a kíi mė. Dáwà Tembíl suka tí bwɛ́ maana, tí ub táa gėsà a. Dáwà Tembíl dȧ tɛ̇ndà mé tí ya báasè n dűmà á la. Ai. Búmbà a yé pá toolɛ̃ n máanà yé. A kíi woto né bala.

Translations

Drill 1

It is between seasons. There are many animals (bugs) around. They have spoiled the corn. When you go into the house, be sure to close it or use the mosquito netting, which is better. You spread it out afterwards (when you get inside). There are many bugs. They bite you. Some people spray a little with kerosene.

Drill 2

At night there are many of them. When you go into the house at night, be sure to spray with a remedy called kerosene or Flytox. Of course, you must have a spray gun. It kills many bugs or you spoil the clothes in your house.

Drill 3

Tembila had a little cat which some one gave him. He liked it a lot. But it didn't stay with him. Something happened only fifteen days after he got it.

One day Tembila came home from work, and Isaac told him that the cat had died. Tembila asked what happened, were they able to see it. Tembila thought that some dogs overpowered it. It wasn't such a big thing. It died just like that.

UNIT 48

INDEPENDENCE DAY

48.1 Comprehension Drill 1

Vocabulary

kíbsà	-	holiday
kólgà, kólgdà	-	approach
dẽ́ngà, dẽ́ngdà	-	start
togsḿ	-	information
sáagà, sáagdà	-	spread, go everywhere
teng-téngà	-	from place to place
kiúugù	-	month

Independence Day

Índependensà kíbsà sã́ mi̍ĩ n waa kólgè, ub déngdẽ̀ n sáagà mé tógs teng-téngà. A yá kiu̍ug ka̍ngà yẽ́.

48.2 Comprehension Drill 2

Vocabulary

básà	-	left alone, abandoned
hát ti̍	-	thus, therefore
gílì	-	all
tigm	-	assembling
fã́ãngdè	-	liberation, saving
maká	-	designated, named

Independence Day in Ouagadougou

Tónd ba̍sà násad ki̍bsà fã́ã kẽ́ yẽ́ndà mwásã̀. Hál ti̍ ub sã́ ye̍el ti̍ a kólgdà woto né, temsa fã̍ã gi̍l ne̍bà wata Wágdoògẽ̀ n wáa, tígm ta̍abà n déem sũ̍ũd no̍og deem. Ub sẽ́ makã̀ n yá tónd teng fã́ãngdè dádè. Nébà tígsdà táabà n wáa wusgo nã̍ã n waa dée̍m.

48.3 Comprehension Drill 3

Vocabulary

Wádbà	-	a kind of dance
sáoda, sáodbà	-	dancer
yánkà	-	choose
bínga	-	wear, put on
drapea̍u	-	flag (French)
drapeáu wã fúta	-	uniforms

Travelling by Car

Ub sígdà táab Wágdoògẽ a dádã̀. La muásã̀ wã ká mobíl la ub kóontà bám! Ub wátà né mobíl mua̍sã̀. Wádb sã̍õndbà, la téng fã̍ã me̍ yã́nkdà néb ti̍ ub nã́ã n waa bĩ́ĩng drapeáu wã fútã̀.

48.4 Comprehension Drill 4

Vocabulary

wáogà	-	numerous, many
biskã́ngà, biskánsè	-	bicycle
zoombá	-	ride
néedè, néedm̀	-	beautiful, beauty
píndà	-	formerly

Horseback Riders

La muásã̀ wíidì wã dám ká lébã̀ waog yé. Ub básà wíidì wã muásã̀ n kẽ́ẽ biskã́nsã̀. Biskã́nà dám me̍ mĩ́ĩ n zóombà mé, la bám ne̍edm̀ ká dátẽ̀ n ta wíidì wã dám ye̍. Píndà, sẽ́ da̍ ya wíidì wã. Nasád ki̍bsã̀, ub mĩ́ĩ n mã̃ãna mé tí yá néedè.

48.5 Comprehension Drill 5

Vocabulary

lé	-	command form of /lébà/

From Horses to Bicycles to Feet

Muásã̀ ub básà wíidì wã́ n kéend ne̍ biskã́nsã̀. Kíbsà sã́ taa wótò, lébgà biskánsã̀ yíd sẽ̀ ke̍end ub né náwã̀. La ká dẽ́ mwa̍sã̀, la ub sẽ́ ye̍el ti̍ kíbsà dád bi̍ ub dá le̍ zoom biscánsã̀. Ub sã́ãmdà kéenà, tí ub yéel ti̍ ub dá le̍ zoom biscã́nsà yé. La ub sã́ da̍tà bí ub yíi tenga púgẽ̀ n zóombè.

48.6 Comprehension Drill 6

Vocabulary

koamb-póglè	- girls
koamb-díblì	- boys
toodé	- in a separate group, alone
néd ka̍o	- a group
kéengẽ̀ n kéengà	- go in a group, go in orderly fashion

Two Groups in Laglẽ̀

La kíbsà dád yẽ̍ng yi̍beoog woto, tónd me̍ng sẽ̀ be̍e Láglẽ̀ wã, tónd gẽ̍ntà Láglẽ̀ koamb sẽ́ yi̍t né drapeáu wã fútù. Koamb póglè yá toodé; koamb díblì mé yá toodé. Néd ka̍o fã̍ã be̍e né a náabà, tí ub nã́ã n ke̍engà muásã̀ n kéengà Índependãsà Zĩ́ĩngẽ̀.

48.7 Comprehension Drill 7

Vocabulary

tṍõngà, tṍõngdà	- attach, glue back to back
pu̍kà, púkdà	- cover with, reach to
Moéemà, Moéembà	- Muslim, Mohammedan
Kidíst-ne̍bà	- Christians
náagà, náagdà	- make an effort

The Spirit of Unity

Ti ub tóong ne̍ yi̍beoòg muásã̀ tí wi̍ntoog nã̍ n púkdẽ̀. Moéembà, Kidíst-ne̍bà, págbà la koambá, fã́ã ke̍engdà né táabà, ká lébẽ̀ n bée tí fo yá woto né, mam yá woto né ye. Ya ub náag ta̍ab muásã̀ n déem ti̍ ya ub sṹũd da̍dè.

48.8 Comprehension Drill 8

Vocabulary

défilè	-	(French) parade
yédà, yédbà	-	be dressed in
gáddè, gád dàmbá	-	guard, guards
pembá, pembdá	-	play an instrument, make music
tã́n tã̍ndò	-	drums, instruments
fléur, fléur dambá	-	(French) flowers
háyà	-	so that
díglìg	-	a grave

The Parade

Dẽ́ndà id góm défilè wã yéelà mé. Défilè wã yá sóddaasè, né sẽ́ ye̍db drapeáu damba fútà né gád damba. Ai tí ub péebd tã̍ntãndò, tí sóddaasà kéendà, háyà tí néb be̍ada getẽ. Ub sã maan dendã say, ti ub dik fleur dam me tugõ diglig be.

48.9 Comprehension Drill 9

Vocabulary

dígà	-	form all over, converged
singá, singdá	-	begin, start
witér	-	(French) huit heures, eight o'clock
onzér	-	(French) onze heures, eleven o'clock
sagá, sasé	-	time, hour, o'clock
yíigà	-	pass by, go beyond
tángà, tángdà	-	stumble head on

The Long Celebration

Wala, dígẽ̀ tónd índependansã̀, Móog ne̍b wusg wáa mè. Móogã̀ néb fã̍ã waa mé. Défilè wã mẽ́ng singda yíbe̍oog woto né witér wákat sagá. N túgõ̀ tang onzér saba. A wáa yi̍igà dén me̍ngà.

48.10 Comprehension Drill 10

Vocabulary

pípì, píndà	-	in the first place, formerly
tã́ntã̍ndà	-	player of an instrument
tã́ntã̍ndà dámbà	-	orchestra
gẽ́ngà, gẽ́ngdà	-	aim, direct towards
pée, péedà	-	lead, put together
pógà, pógdà	-	follow
záalgà, záalsè	-	simple, lone one
yélgà, yélgdà	-	put on clothes
toongá, toongdá	-	follow one right after the other
kómì dámbà	-	employees, workers

The Band, Children, Soldiers and Workers

Tí pípì ya tánta̍ndà dámbà gẽ́ngẽ̀ n lóogẽ̀ n túgõ̀ n yáasà. Bám me̍ tugõ n yáas ta̍odè n péedẽ̀. Sẽ́ po̍gd muásã̀, yíi so̍ddaasà méngà. Bám me̍ kéengd mua̍sã̀ tóongà. Bám sẽ̍̀ lo̍og mua̍sã̀ lébgà né záalsà, mam dátẽ̀ n yéelà mé tí kádm bi̍isà. Kádm bi̍isà mé toonga mé, dágẽ̀ n yélgà fút bu̍dà yé. Bám me̍ kéengẽ̀ n lóogè, bám sẽ̍̀ lo̍ogè, yíi ko̍mì dámbà, bám da̍gẽ̀ yélgà fút pe̍elsè. Bám wa̍olmè dágẽ̀ n nã́ã n yi̍ig fã̍ã gi̍lì.

48.11 Comprehension Drill 11

Vocabulary

sák sa̍kà	-	one after the other
yã́õngà, yã́õngdà	-	helped, aided
zíp	-	jeep
búg da̍oogò, búg da̍odò	-	gun, guns
padasút dambá	-	paratroopers
póglgè ~ púglè	-	both, doubled
RDA	-	Rassemblement Democratique Africain
JDV	-	Jeunesse Democratique Voltaique, affiliated with Union Democratique Voltaique.
zemse	-	(French) GMC, truck

The Army and the Parties

Tí ub yã́õngẽ̀ n yánk tenga sák sa̍k fã̍ã ne̍bà, tí bám yáongẽ̀ n nã́ãng ta̍ab

muásã̀ né ub fút yẽ̍ndẽ̀ n lóogdẽ̀. Háute Vóltà sóddaas me̍ la sẽ́ yáongẽ̀ n yá wusg la, ti bám me̍ toong táab mua̍sã̀ lóogè. Bám poodẽ̄ yíi so̍ddaas mo̍bil dam ub sẽ́ boond ub dám tí zémsè wã né zíp, tí búg-da̍d be̍adà bée ub póodẽ̀. Bám sẽ̍ lo̍ogè, lébgà padasút dambá. Bám lo̍ogdè póodẽ̀ tí JDV-RDA púglgè.

48.12 Comprehension Drill 12

Vocabulary

basket dámbà	-	basketball players
bala dámbà	-	football players

Athletes

Bám me̍ sẽ́ lo̍ogè yíi basket dámbà. Bám ka̍ yíi wusg ye, tí bám me̍ kompóglè. Bám sẽ̀ lo̍ogè, lébgà bala dám mua̍sã̀. Bám yẽ̍ da̍ ya wúsgò.

48.13 Comprehension Drill 13

Vocabulary

gi̍llì	-	all, entirely, around
miúgù, mídù	-	red color
sáblè	-	black color
péelsè	-	white color

Different Colored Uniforms

Bám da̍gẽ̀ yélgà drapeáu wã fútù. Sãã néb ye̍lgà sábl gi̍llì sãã néb ye̍lgà míd gi̍llì. Mídã̀ dágẽ̀ bée póodẽ̀ tí sáblesã̀ bée táodè. Péelsà muásã̀ bée ten súkà.

48.14 Comprehension Drill 14

Vocabulary

gymnástikà	-	gymnastics, acrobatics
wíngà, wíngdà	-	showed, demonstrated
zoambgá, zoomsé	-	one who is mounted
koléz	-	secondary school (French)
kúdsà dámbà	-	racers (French)

School Children and Cyclists

Sẽ́ maand ub gymnástikà bám po̍gdà bálà dámbà. Bám me̍ dágẽ n yélgà ub fút toodé. Dẽ́ ya sẽ́ da̍tẽ̀ n wíngè kádn zak fã́ã né a koamba. Aí tí bám kẽ̍ẽ ne̍ lóogè, yíi ku̍dsà dám mua̍sã̀ sẽ́ zoamb kút wi̍idì wã. Bám me̍ dá ya wúsgò. Bám sẽ̍ lo̍ogè, yíi ka̍dm bíi be̍adà muásã̀ wáa kolléz koambã́.

48.15 Comprehension Drill 15

Vocabulary

togsḿ	-	information
gésn	-	watching
nébà gésn ge̍sn	-	spectators
togsá	-	inform, retell
wéengà, wéendà	-	press with the hands, clap
núg-po̍gà	-	palm of the hand
yáa, yáadà	-	tired out, fatigued
zĩ́ĩndà	-	make someone stay
káosà	-	lasted a long time

The Spectators

Ká tṍẽ togsn sáy ye̍. Id sã́ nã̍ã n zĩ̍ĩnd i n tógsè, i nã́ã n ka̍osà mé; tí nébà gésn ge̍sn we̍end nu̍g po̍gsè wáa ya̍e.

48.16 Comprehension Drill 16

Vocabulary

tígdè	-	joy, satisfaction
sígà, sígdà	-	descend, drop

Why the Joy?

Tígdè kángà búd nã̍ pa̍ zĩ́ĩnd Wa̍gdoòg tí tónd gẽ́ ye̍. Nébà yíi wusgo. Sã yá woto dẽ́ yẽ̍nd sígdà mé. La dẽ́-yẽ̍n sígdà mé búm sẽ̍ ya tónd fã̍ãngdè dádè.

48.17 Comprehension Drill 17

Vocabulary

sã́õ	- dance, improve
Wádbà	- a kind of dance
Tádkày	- a kind of dance
Wáogò	- a kind of dance
kenga, kengba	- walker, traveller, performer on the feet
wísì	- flutes

The Dancers

Ya záabdã̀ la tónd nã̍ã n gẽ́ wa̍db sã̍õbdà sẽ́ nã̍ã n sã́õ ub sṹũd no̍ogã̀. Wádb sã̍õdbà bám me̍ ya wúsgò, téng fã̍ã ne̍ a wádb sã̍õdbà. Kéngbà bée ká m péebd wi̍sì, tí kéngbà bée ká sã́õnd Ta̍dkày, tí kéngbà sã́õd Wa̍db me̍ngà, tí kéngbà bée ká maane Wã́õgò.

48.18 Comprehension Drill 18

Vocabulary

másque dambá	- people wearing masks, Waongo dancers
lóebà, lóebdà	- tied up, attached, wrapped
zṹũndù	- leather, bark
yégdà	- threads, fibers, long hanging fibers

The Masked Dance

Dẽ́ ya násàd ub sẽ́ boond tí másque dambá. Bám lo̍eb ne̍ng gi̍lì né zṹũnd mua̍sã̀ yégdã̀ n sã́õdẽ̀.

48.19 Comprehension Drill 19

Vocabulary

yṍngontà	- lighted, lights
flambeáu	- (French) torch
baadé, baadádè	- things to see

Fireworks

Kíbsà bée tí béoogò ub yṍngontà búgùm. Násad ub sẽ́ boond tí flambeáu wã. Bádaasẽ̀ wã la ub túgõ̀ n máanè bádaadè.

48.20 Comprehension Drill 20

Vocabulary

wẽ́	- hit, strike, cause something to happen
náodè, náwà	- foot, blow, stroke, shot

The Cannon Sounds

Tí ub wẽ́ búg-da̍oog ke̍engà, yíi na̍od ko̍abgà la yá la ub sẽ́ wẽ̍ wã.

48.21 Comprehension Drill 21

Vocabulary

gusá, gusdá	- went to sleep, went to bed
ba	- even, not even
ba dádè	- that very day
vẽ́ngà	- light, clarity
káagà, káagdà	- shone from afar
wéngà, wéngdà	- followed, came after

Happiness

Ba dádã̀ Wágdoòg pá gusd bá bílfù. Nébà fã́ã sẽ̍ dágẽ̀ n tád deem, la béoogã̀ sẽ́ vẽ̍ng ka̍agè, aí tí deem lébẽ̀ n wéngẽ̀ n síng bala. Ya kóam-bi̍i, tí ya bíi-kasmsé, ti ya ni-kémsè wã, fã́ã ya sṹũd no̍og bala.

Translations

Drill 1

When Independence Day approaches, people go from place to place spreading the information. It is (that month) in September.

Drill 2

We have abandoned all the European holidays now. Thus when the approaching holiday is announced (like that) all the people from the entire republic come to Ouagadougou to see each other and to enjoy themselves. They have named it our country's liberation day. A great many people gather together to celebrate it.

Drill 3

They all arrive in Ouagadougou that day. But now the government gives transportation to those who don't have cars. They arrive by car now, the Waruba dancers [for example]. Every town chooses the people who will wear the uniforms.

Drill 4

Now the horseback riders are not so numerous anymore. They've abandoned horses for bicycles. There are [many] cyclists arriving, but their beauty does not approach that of the horseback riders. Formerly, there were horses. The colonial holidays also used them (something attractive).

Drill 5

Now they've abandoned the horses and taken to bicycles. On the day of the holiday, bicycles outnumber pedestrians. Therefore now, it has been decided to forbid bicycle riding on the holiday! It's because cyclists interfere with traffic that bicycle riding is forbidden. But if they want to, they can go out into the country and ride.

Drill 6

The morning of the holiday, those of us who are in Laglẽ watch the Laglẽ children leave in their uniforms. The girls are in one group; the boys in another. Every group has a leader, and they will march in procession to Independence Square.

Drill 7

[The preparations] begin at dawn (when the sun comes up). Muslims, Christians, women and children all go out together. There is no more religious prejudice. (You are one thing, and I am another.) And every one strives together to have a good time on this (their) special day.

Drill 8

We should discuss the parade now. There are soldiers, young people in uniform and area guards. Accompanied by the orchestra of the national guard, the parade passes by the important personalities. After the parade, comes the ceremony of placing flowers on the tomb of the unknown soldier.

Drill 9

Many Mossi people from all over attended our Independence celebration [last year]. Many many Mossi people came. The parade began at eight o'clock and continued until eleven o'clock. In fact, it even continued beyond that time.

Drill 10

The orchestra of the national guard paraded in the first row. They were supposed to lead the parade. Next came the soldiers, marching in perfect formation. Those who came next were the as yet unformed ones, meaning the school children. They also marched in order and all wore the same outfits. After them came the workers all dressed in white clothes. They are more numerous than all the others.

Drill 11

In all the neighborhoods people have gotten together to choose the young people who are to march together in uniform. The Voltan army also has many soldiers who have also marched in good formation today. Next, came the military vehicles, trucks and jeeps, with huge guns behind them. Those who came next were the paratroopers. After that came both the JDV - RDA.

Drill 12

Next came the basketball players. There were not many of them. There were also girls' teams. After them came the football players. There were really a lot of them.

Drill 13

All the teams were dressed in a uniform the color of the national flag. Some wore black; some wore red. Those in red were in the back; those in black were in the front. Those in white were in the middle.

Drill 14

The football players followed those who practice acrobatics. They also had their own uniforms. Each group of school children wore the uniforms of their schools. The children came and went. Those who passed next were the bicycle racers. There were also many of them. When they passed, the bigger school children and the secondary school students came.

Drill 15

There is no end to this information. If we make you stay to tell it, you will remain [here all night]. Suffice it to say that the spectators [filled with joy] applauded until they were exhausted.

Drill 16

We have never before seen such a celebration in Ouagadougou. There were many, many people. But that is normal. (When things are like this, these things happen.) The joy is even more normal when it is seen as the attachment of a people to independence and to the peace which is a product of independence.

Drill 17

In the evening we will attend the performance of the Waduba dancers, who dance gaily. The Waduba dancers are also very numerous. Each village has its own dancers. There are some here who play the flute; some who dance Tadkay; even some who dance Waduba; and others who do the Waongo.

Drill 18

It is the white man who called the Waongo the masked dance. The dancers wrap themselves up in fibers or bark from a tree to dance.

Drill 19

On the eve on the holiday they light a great fire [fireworks]. The white people call it a torch. The fireworks display took place at the dam [that day].

Drill 20

The cannon shots sounded. It was one hundred and one shots that they gave.

Drill 21

That day the people of Ouagadougou did not sleep at all, not even a little. The whole population had a good time until dawn at which time the dancing began all over again. Children, adults, old people, everybody is very happy and the cries of joy can be heard everywhere.

NOTES ON THE GLOSSARY

Stems are isolated where possible and written in the left hand column. They are usually summarized in English. Most of the suffixes are listed and summarized at the beginning of the glossary. Words, i.e. stems plus suffixes, are listed underneath and slightly to the right of the stems. This format is designed to facilitate the learning of vocabulary and tones and to demonstrate derivation.

Since verbs and nouns cannot easily be distinguished from one another out of context, the following conventions are used to identify them in the glossary:

1. Two forms of each are usually given:

   verbs - perfective, imperfective
   nouns - singular, plural

2. Verbs are translated into the English simple past tense. This tense corresponds rather well to the Moré perfective. It is, therefore, a reasonable translation of the basic form.
3. Nouns are translated in the singular. Although adverbs and adjectives are not grammatically separate from nouns, no attempt has been made to indicate this fact in the glossary. The consistent use of 'someone who' or 'something that' is cumbersome, after all. In some cases, however, the plural form is absent from 'adverbs' and 'adjectives'. This omission is due to a prevailing English mind set among some of the authors, and has nothing to do with the Moré language.

A Partial List of Suffixes, separated into noun and verb suffixes for the sake of a clear explanation.

Noun Suffixes: singular and plural

Suffix		Class Name	Example
sing.	pl.		
/-a/	/-ba/	persons	/págà/, /págbà/ - woman, women
/-ga/	/-se/	movement	/baagá/, /baasé/ - dog, dogs
/-de/	/-a/	result	/súmdè/ /súmà/ - good thing, good things
/-go/	/-do/ ~ /-to/	enclosure	/doogó/ /dootó/ - house, houses
/-fo/	/-i/	multitude	/káafò/ /kí/ - one grain, some millet
/-m/		mass nouns	/kóom/ - water
/-ada/		habitual actor	/kóo/ - grow; /kóadà/ - planter

Mass nouns generally have no plural suffix available to them. It is reported, however, that in some areas /-a/ is used, e.g. /kóomà/ - containers of water.

Verb Suffixes:

Suffix	Class Name	Example
/-ba/	the contrary	/bíi/ - child; /bíibà/ - mature
/-da/	habit, state	/kóo/ - grow; /kóoda/ - grows
/-ga/	the reverse activity	/kẽ́ẽ/ - entered; /kéengà/-left
/-s/	the transitive	/pá/ - acquisition; /pásà/ - added something
/-k-/	double reverse	/pa/ - available; /pagá/ - closed; /paká/ - opened
/-t-/	double habit	/-ta/ - reached; /-tadá/ - has; /-tatá/- generally arrives

Alternate spellings for the same word are indicated by /~/ between the two representations.

Words borrowed from the French are indicated by (Fr.) after the English translation.

GLOSSARY: MORÉ - ENGLISH

Stem	Related Words	Glossary	Unit in which introduced
		-A-	
a		1. he, his, her, she 2. particle occurring before names of people	3
	adé	this, that	7
ái		1. no (shortened form)	44
		2. while	48
áĩĩ		greetings are accepted (used by a woman)	4
ambassádà		embassy (Fr.)	21
ambassadéur		ambassador (Fr.)	9
Ámedikà		America, U.S.A.	3
	Ámedik dàmbá	Americans	3
	Ámedikẽ̀	American	8
ándà		who	12
	ánd dàmbá	who (pl.)	12
Ánglèsi		English	4
áyò		no	6
áspidìni		aspirine	33

Stem	Related Words	Glossary	Unit in which introduced
-B-			
bá		father, esteemed person	4
	bá bílà	uncle, father's younger brother	30
	bá dàmbá	esteemed persons	4
	bá kásmà	uncle, father's older brother	30
	m bá	1. my good friend 2. thank you	2
	bíigà bá	uncle, father's younger brother	30
ba		distinguish, separate	
	ba dádè	that very day	48
	balá	only	1
	badmá	separated, different	36
	basdá	neighborhood, this area	44
	basá, basdá	1. left behind, abandonned	15
		2. completed an action	46
	basé	stopped, let alone	44
	Basgá	feast of the Ancestors	36
bã́ã		added, increased	33
	bángà	know, found out	7
bã́ãgà, bã́ãsè		sickness, ill person	33
baadé, baadádè		things to see	48
baagá, baasé		dog	32
baatá		hole for catching rain water	41
baddágà, baddásè		dam (Fr. - barrage)	44
bádkà		thanks, blessings	14
bálà		ball, soccer	36
	bál damba	soccer players	48
bã́mbà		they, their, them (long form)	1
	bám	he, they, their, them (medium form)	7
Bámbada		Bambara (person)	4

Stem	Related Words	Glossary	Unit in which introduced
	Bámbadandè	Bambara (language)	4
bananá		banana	13
	bananá dàmbá	bananas	13
bánkà		bank (Fr.)	22
bao		search	10
	bao báo	object of a search	46
	bao, baodá	looked for, made an effort to obtain	46
	baobó	a search	46
	boẽ ~ bwẽ	what	9
báskèt		basketball	48
	báskèt dámbà	basketball players	48
batɔ́		boat, ship (Fr.)	19
beddé, beadá		big, great	20
bée		1. there	12
		2. is, is located	2
béoogo		tomorrow	14
bẽ		stop up, cover, stick on	47
	bẽngá, bẽngdá	covered, covered up	47
bíed		beer (Fr.)	31
bíelà		welcome	2
bíelbà		welcome	2
bí		1. question marker	5
		2. after that, well then	15
		3. let, indirect command	34
bí ~ bíí		small, diminutive	
	bí di̍bla	boy, young man, son	30
	bí púglà ~ po̍glà	girl, young lady, daughter	30
	bíiba ~ bíi, bíibda	matured, ripe	13
	bíiga. bíisi	child	4
	bíigà bá	the child's father	30
	kadm bíigà	pupil, student	9
	na bíigà	prince	29
	bílà	small thing	30
	bá bílà	uncle	30
	má bílà	aunt	30

Stem	Related Words	Glossary	Unit in which introduced
	pógd ba̍ bílà	aunt	30
	tấõ bílà	younger sister	30
	yáo bi̍là	younger brother	30
	yásb bi̍là	uncle	30
	bílfù	small, few, little	11
	bílf bi̍lfù	slowly	11
	bíisde	sand	31
	bíism	milk	31
bĩ́ngà, bíngdà		wore, put on	48
biskấngà, biskấmsè		bicycle	48
Bóbò		Sobo Dioulassi	3
bóe		houseboy, servant	10
bóe	bóe dàmbá	servants	10
	bóe tùmdé	job of servant	10
boo		opened up	
	boogá, boogdá	got partly cloudy	35
	boolá, boondá	called	11
	boosá, boosdá	begged, asked for	21
	bookó, boogdó	hole in the ground	39
botó ~ wotó		how, same, like	39
budá, butá		planted	13
búdì		bread	34
búgùm		fire	48
	búg dao̍gò	rifle, gun	18
bulá		blue	35
búlgà, búlsè		a well	39
butíke		store, shop (Fr.)	34
	butík dàmbá	shops (Fr.)	34
búdù ~ búudù		1. kind, sort	28
		2. race, family, group, spreading one kind of item	30
	da búdè	when, which day	12
	búgò	what, which	12
	búmbù	thing	6
búdò		office (Fr.)	7
búugà, búusì		goat	32
bwẽ		what	9

Stem	Related Words	Glossary	Unit in which introduced
	-D-		
dá ~ dáa		arrived at a certain state of being	
	dá, dágẽ̀	past tense marker	10
	dá...yé	negative command marker	11
	dábà, dábdà	approached, extended to	44
	dádà	perhaps	46
	dádè ~ dáadè	day, daytime	12
	dáyà ~dásmà	days	12
	dá bi̍tẽ̀	day before yesterday	12
	dá bu̍dè	when	12
	bá dádè	that very day	48
	nín da̍dè	one of these days	41
	dálà	1. one must, necessity	47
		2. unless, well	36
	pípì dálà	at first	45
	dátà	want, wish	15
dáa		acquiring	13
	dáa, dáadà	bought	13
	dáadà, dáabdà	buyer, one who acquires	13
	dáagà, dáasè	the market	7
dag nóodè		door, opening	7
	dag nóyà	doors, openings	7
dáàm		millet beer	31
dáògo ~ dáòogo		male, strength, greatness	32
	dáwà, dáopà	man, mister	1
	búg da̍ogò	gun, rifle	18
	nág da̍oogo	bull	32
dádiò, dádiò dámbà		radio (Fr.)	8
défilè		parade (Fr.)	48
dẽ́, dẽ́ndà		1. that, this (demonstrative pronoun)	4
		2. his, hers	38
	dẽ́nà, dẽ́ndà	followed	48
	dẽ́ngà, dẽ́ngdà	started, began	34
	dé po̍odẽ̀	then	17

Stem	Related Words	Glossary	Unit in which introduced
dee		diversion	17
	deemá, deemdá	played, had a good time	17
	deongó	game, amusement	45
deembá, deem dámbà		parents-in-law	30
depásà, depásdà		ironed (Fr. repasser)	14
dí		press, oppress	
	dígà, dígdà	1. converged	48
		2. caused to fall	46
	dígdè, dígsè	area, town	44
	díglà	put down on the ground	40
	díglà	a grave, grown stiff	48
	díglìg	adobe house	40
	díkà, díkda	took	14
díi		used, consumed	11
	díibò	food	11
	dítgò	right, right hand, hand with which one eats	22
díblà		young male	30
díplomatè, díplomat dambá		diplomat	9
doogó, dotó ~ dootó		house, room	8
	doogá, doogdá	gave birth, was born, lived	8
	bánk doogó	bank building	22
	kadn doogò	school house	22
	mõg-pédà doogó	church	38
drápeau		flag (Fr.)	48
	drápeau wã fútà	uniform	48
dũ		stung	47
	dũmá, dũndá	stung, nipped	47
	dũngá, dũmsí	animal	40
dúndà		today	6
dúnì, dúnyà		earth, world	42

Stem	Related Words	Glossary	Unit in which introduced

-E-

ecólà		school (Fr.)	28
égliisà ~ églisà		church (Fr.)	22
équipe		team (Fr.)	36
éssènce		gasoline (Fr.)	26

-F-

faa		encouragement, approval	38
	faasá, faasdá	decorated, beautified	38
fã́ã		all, every, entire	2
	fã́ãgà, fã́ãgdà	saved	19
	fã́ãngdè	saving, liberation	48
Fídã̀sé		France, French (Fr.)	4
fínetdè		window (Fr.)	7
flambeau		torch (Fr.)	48
fleur		flower (Fr.)	48
fúgù ~ fúugù		cloth, clothes, covering	14
	fútù ~ fúutù	clothes (pl.)	14
	fúkà, fúgsè	shell, husk	32
	fúku̍dga	old rag	34

-G-

gádà		parked the car (Fr.)	37
	gádàz	garage (Fr.)	26
	gádè, gád dàmbá	station (Fr.)	15
gáddè, gád dàmbá		guard (Fr.)	48
gãã ~ gẽẽ		lie down	32
	gã́ãndgà, gã́ãndsè	bed, place to lie down	32
	gã́ãngà	colorful cloth	40
gẽ́		saw, light, sight	
	ngée	yes	3
	gẽ́ẽngà ~ yẽ́ẽgà, gẽ́ẽngdà	became clear	35
	gẽ́ngà, gẽ́ngdà	put on the right course	48
	gésà, gétà	saw, watched, looked	6
	gésm̀	watching	48

Stem	Related Words	Glossary	Unit in which introduced
	nébà gésm ge̍sm̀	spectators	48
gílì		entirely, all around	48
	gílgù	round in shape	39
góabgà		left hand	22
	góbgà ~ gúbgà	surrounded	38
gṍ		run, wander	
	góndgà ~ gṍdgà	turned	22
	góãngà, goãmse	1. here and there in a circle	38
		2. a walk, promenade	44
	tí góngò	a holiday	36
góm		speaking	
	gómà, gómdà	spoke, said	11
	gómdè, góamà	word, language, discussion	4
gũũ		wait, protect	37
gúbgà ~ góbgà		surrounded	38
gulá		grew up, was raised	45
gusá, gusdá		went to bed, sleep	15
gúdì: nãn gúdì		peanut	32
gymnástikà		acrobatics (Fr.)	48

-H-

Stem	Related Words	Glossary	Unit in which introduced
hálà		until	22
	hál tì	thus, so, therefore	48

-I-

Stem	Related Words	Glossary	Unit in which introduced
i		you, your (short form)	1
id		we, our (short form)	2

-J-

Stem	Related Words	Glossary	Unit in which introduced
JDV		Jeunesse Democratique Voltaique (Fr.)	48

-K-

Stem	Related Words	Glossary	Unit in which introduced
ká		here	6

Stem	Related Words	Glossary	Unit in which introduced
	kái	right here	6
	kái né wã	this very spot	6
	ká...yé	negative marker	6
káafò, kí		millet	31
ka		unglue, come apart, movable	
	kadgá, kadsé	leg	33
	kalbdé, kalbá	whip, club	46
	kadsá, kadsdá	detached	46
	kamáandè, kamáanà	corn	31
	kasángà, kasámsè	vastness, non cohesion	42
kadmá, kadmdá		read, studied, taught	9
	kadm bíigà	pupil, student	9
	kadn dóogò	school house	22
	kadn sámbà ~ sáambà	teacher	9
	kádngò	studying, lesson	36
kã́ndè, kã́nà		lance, spear, arrow	46
kángà		that (demonstrative adj.)	22
kángà, kángdà		sounded	48
káagà, káagdà		shone from far away	48
kábdè		excuse, pardon	14
	i kábdè	excuse me	14
káo		pertaining to length	
	káosà, káosdà	1. stayed, remained	28
		2. lasted, endured	35
	néd ka̍o	group of people	48
	káusà ~ káoosà	remained	35
kásmà		boss, official, older member of family	27
	bá kásmà	uncle, older than father	30
	má kásmà	aunt, older than mother	30
	pógdb ka̍smà	aunt, older than father	30
	tã́õ ka̍smà	older sister	30
	yáo ka̍smà	older brother	30
	yásb ka̍smà	uncle, older than mother	30
kátdè, kátà		hyena	36

Stem	Related Words	Glossary	Unit in which introduced
ke		patience, endurance	
	kelá, keldá	left over, remained	44
	kelẽ́ n talá	occupied, fit into	44
	kelgá, kelgdá	heard, listened	5
	keesá, ketá	remained, lasted, endured	34
	kemá, kemsé	brittle, hard, difficult, old	32
	ni kémà, ni kémsè	elderly gentleman	32
	ketá	stay, remain	45
kẽ́ẽ ~ kẽ́		budging, moving, walking	
	kẽ́ẽ, kẽ́ẽntà	came in, entered	5
	kẽ́nà, kéndà	travelled	15
	kẽ́nga, kẽ́ngdà	went, went away	7
	kẽ́ngdà, kẽ́ngbà	walker, traveller, performer on the feet	48
	kẽ́ngẽ̀ n kẽ́ngà	go in orderly fashion	48
	kẽ́ngò	vastness	44
	kẽ́ẽsà	put something inside	15
keegá, keesé		green, parakeet	37
kii, kiitá		1. died, dead	33
		2. spoiled, ruined	47
kíbàde, kíbàes ~ kíbàise		news	8
kíbsà		Mossi holiday	30
kídngà, kídnsì		distance	22
kípadé, kipayá		a pepper	23
Kíditiã̀, Kíditià dambá		A christian	37
	Kídist nèbà	Christians	48
kíuugù, kíuusì		moon, month	34
klásà		class on trains and airplanes (Fr.)	43
kó ~ kóo		shove, force out	
	kóadà, kóadbà	farmer, planter	9
	kóbgò, kóbdò	body hair, fur, feather	33

Stem	Related Words	Glossary	Unit in which introduced
	kóo, kóodà	grew something	13
	kóobà	fields under cultivation	41
	kósà, kótà	begged, asked for	10
ko ~ koo		get rid of	
	koasá, koasdbá	merchant	9
	koosá, koosdá	sold something	13
	koolgá, koolgdá	approached	48
kõ ~ kõõ		give, hit	
	kõ ~ kõõ, kontá	gave, for	11
	koomá, koomdá	struck repeatedly	46
	kondé, konyá	1. something given, 2. hit, slap, strike	46
	koambá	children, offspring	4
	komb díblì	boys, sons	30
	komb póglì ~ púglì	girls, daughters	48
	zeend koambá	plants	24
	kom, kombá	1. hollow 2. hunger, famine	33
koabgá		one hundred	15
koi		indeed, on purpose	44
kokódè, kokóyà		neck	33
koléz		secondary school (Fr.)	48
kom		hunger, famine	33
	kõ yṹũdù	thirst	33
komb díblì		boys, sons	30
komb púglì		girls, daughters	48
kóòm		water	24
komédsà		commerce, trade (Fr.)	38
	kómì dámbà	employees, workers (Fr.)	48
kṍvokasiõ̀		summons (Fr.)	37
kú ~ kúu		old, bent, dead, ancestors	
	kúu, kúudà	1. killed	32
		2. grown old, walk bent over	46
	kúdgà, kúdsè	something old and worn out	34
	fú kúdgà	old rag	34

Stem	Related Words	Glossary	Unit in which introduced
	kúdmà	long ago, the time of the ancestors	46
	kúgdì, kúgà	stone, rock	46
	kuísà, kuítà	went home	29
	kuísà ~ kwíisà	dried up	34
kṹ		pile up, amass	
	kúmbdè, kúmbà	eggplant	11
	kuóngà, kuóngdà	caught	46
kúdsà		competition (Fr.)	48
	kúdsà dámbà	racers	48
kútù		iron	10
	kút we̍efò	bicycle	10
	kút wi̍idi	bicycles	10

-L-

Stem	Related Words	Glossary	Unit in which introduced
la		1. and, but	1
		2. verb used to emphasize 3. object marker	3
laafí		health, peace	1
láagà, láasè		dishes	34
lándì		Monday (Fr.)	23
lé		continuing, parallel	
	lé	1. command form of /lébà/	48
		2. not any more, still	44
	lébà, lébdà	1. repeated 2. stopped, quit (negative)	23
	lébgà, lébgdà	1. returned, left from	
		2. changed, converted	23
	lédà	time span, hour	36
	légà, légdà	came back without having accomplished the intended mission	46
lẽ́		something hidden, covered	
	lénga, lémsè	gift, gratuity	14
	lémbu̍dè, lémbu̍yà	orange	13
lédà	léd dambá	a duck	32
lígdì		money	13

Stem	Related Words	Glossary	Unit in which introduced
lítdè		liter (Fr.)	26
lívdè, lívd dambá		book (Fr.)	5
lóo		pass from...to	
	lóobgà	did something only one time	46
	lóogà, lóogdà	left, came out	18
	lóogdè, lóogà	the side	46
lóe	restricted		
	lóe, lóetà	fasted, did not eat	37
	lóebà, lóebdà	tied up, wrapped up, attached to	48
	lókdè	end of fast	37
	nóod lókdè	Ramadan	37
lógtodè		doctor (Fr.)	9
lóngà, lómsè		a drum	46
lui, luitá		fell, dropped	19
	-M-		
mam		I, me, my (medium form)	4
	m	I, my (short form)	1
	mã ~ mam	I, me (pre-pause medium form)	11
	m bá	thank you	2
má		mother, aunt	4
	má dambá	mothers, aunts	4
	má bilà	aunt younger than mother	30
	má kásmà	aunt older than mother	30
maa		doing	
	maagá, maagdá	cooled off, slowed down	35
	maaká, maakdá	1. attempted, tried	39
		2. measured	44
	maamsá, maamsdá	acquired something, assimilated	44
	maaná, maandá	1. did, made	9
		2. happened	47
	maangdé, maangá	repair, repair shop	24
maddí		Tuesday (Fr.)	23
mánà		okra	45

Stem	Related Words	Glossary	Unit in which intro uced
mángdò ~ mángodò		mango	13
másque dambá		people wearing masks, Waongo dancers	48
mátchà		game, match (Fr.)	36
mé		1. obligatory verb object	2
		2. also, too	4
mẽ́ẽ ~ mée, mẽ́ẽtà		built, contructed	13
médkdedì		Wednesday (Fr.)	23
méngà ~ myéngà		self, exactly, indeed	20
mesé		mass (Fr.)	38
míi		1. know 2. do habitually	7
míigà, mĩ́ĩsì		bitter plants, weeds	39
míisdè, míisì		mosque	37
minítì		minute (Fr.)	36
miúgù, miútù ~ mídù		red color	37
móo		mature, red, done	
	Móagà, Móosè	a Mossi	8
	móasȁ ~ muásȁ	now	6
	módsà, módsdà	ripened, softened	35
	mód mo̍d	hot and wet	35
	módgà, módgdà	1. clouded, overcast 2. constrained, not free	35
	Móodè ~ Mṍõdè	1. like a Mossi, Moré language	4
		2. mature, full grown	39
mobíli		automobile, car	18
Moéemà		Muslim, Mohammedan	48
	Moéembà ~ Moéemsè	Muslims	37
mõmpéda		priest (Fr.)	44
	mõmpiámbà	priests	44
	mõgpédà dóogò	church	38
muásȁ		now	6
	múas mua̍sȁ	right away	6
muẽmbó		1. stirring, mixing	40
		2. meal	40
mwífù, mwí		rice	31

Stem	Related Words	Glossary	Unit in which introduced
mustikédà		mosquito netting (Fr.)	47

-N-

Stem	Related Words	Glossary	Unit in which introduced
n ~ m		verbal connective	3
naa		profiting, respected, aloof	
	naaá	greetings are accepted	2
	naabá	1. chief	29
		2. greetings are accepted	2
	na bíigà	prince	29
	naagá, naagdá	united, met	46
	nasáadà	white person	19
	nasáadèmde	1. European style 2. European language	23
náa			
	náafò, níisì	cow	31
	nág da̍oogò	bull	32
	wée na̍afò	buffalo	32
	náasè	flour	8
nã́ ~ nã́ã		ease, proximity	
	nã́	have just, (neg.) not yet	7
	nã́ã	1. future marker	6
		2. in order to	27
	nã́ãmà	1. arrange easily to be	26
		2. docile	44
	nã́nà, nã́ndà	have provided something, done easily, almost	38
	páalg nã́ndà	brand new	43
	nã́ngà, nã́ngdà	made an effort	48
	nã́ngdu̍sà	changed back to	47
	nã́ngdùs wakátò	change of season	47
	námsà, námsdà	got tired, exhausted	18
nangúdì, nãngúyà		peanut	32
náo		bottom, poverty, base	
	náodè, náwà	1. foot	33
		2. blow, stroke	48

Stem	Related Words	Glossary	Unit in which introduced
	náo bi̍là	toe	33
né		and, with, into	1
ne		indeed	4
nédà, nébà		person	16
	nébà gésn ge̍sn	spectators	48
	néb sã̍ã ne̍bà	some people	38
	Kídist nébà	Christians	48
	néd ka̍o	a group of people	48
	sãã ne̍bà	some people	38
needé		pleasant, pretty	3
	needmá	beauty, pleasure	48
neige		snow (Fr.)	42
némdò		meat	34
ngée		yes	3
nífù, nínì		eye	33
níi		twisted, tied up in knots	
	ní kémà	elderly gentleman	32
	níi	eight	8
	níi ~ níigà, níigdà	1. oozed, leaked, sweated	46
		2. rained	31
niná, ningá		1. that, some one, some thing	41
		2. the one who	24
		3. because of, during	41
	nin dádè	the other day, one of these days	41
nóagà, nóosè		chicken	32
nóngà, nóngdà		liked, loved	24
nóodè, nóyà		mouth, opening	33
	Nóod lo̍kdè	Ramadan	37
noogé		approximately	43
noogó, noogdó		happy, content, contributing to someone's benefit	6
Nowélè		Christmas (Fr.)	37
ntó		agreed, O.K.	13
núu		pertaining to five	

Stem	Related Words	Glossary	Unit in which introduced
	núu	five	8
	núgù, núsì	hand	22
	núg bi̍là	finger	33
	núg pu̍gà ~ po̍gà	palm of hand	48
	-O-		
ódzavel		bleach (Fr.)	34
ohṍõ		aha! yes, O.K.	7
õnzer		eleven o'clock (Fr.)	48
otél		hotel (Fr.)	15
	-P-		
pá...yé		negative marker	9
pá ~ páa		acquisition, addition	
	páalgà, páalsè	new	24
	páalg na̍ndà	brand new	43
	páamà, páamdà	obtained	26
	págà, págbà	wife, woman	1
	páogà, páogdà	lacked, needed	34
	pásà, pásdà	added something	37
	m pás nè̍	in addition	26
pa		available	
	pagá, pagdá	closed	5
	paká, pakdá	opened	5
pádasùt dámbà		paratroopers (Fr.)	48
Padí		Paris (Fr.)	23
Pákà		Easter (Fr.)	37
papáyà, papái dambá		papaya	13
pé		lead, unite	
	pée, péedà	led, united	48
	péelgà, péelsè	white, the color of mourning clothes	37
	pékà, pékdà	washed, whitened	14
	pésgò, píisì	sheep	31
pẽẽ		nearness, proximity	

Stem	Related Words	Glossary	Unit in which introduced
	pẽẽ, pẽẽntá	was near	26
	pẽẽmbá, pẽẽmbdá	played on instrument, scratched	48
	pemsm	air, wind	31
pédà		priest (Fr.)	38
petdólè, petdólà		gas, oil, kerosene (Fr.)	47
pí		pile, heap, a covering	
	pídà, pítà	1. filled up, abounded	41
		2. found and acquired	47
	píigà, píisì	ten	8
	píisà, píisdà	swept up	34
	píisì	sheep (plural)	31
	pílà, píldà	rolled, folded up	32
	pílga, pílgdà	unrolled, unfolded, peeled	32
	písì ~ píisì	tens, twenty	8
	písna̍asè	forty	15
	písnìi	eighty	15
	písnùu	fifty	15
	pístã̀ã	thirty	15
	píswàe	ninety	15
	písyo̍obè	sixty	15
	písyo̍pòe	seventy	15
pikúudè, pikúuyà		injection, shot, (Fr.)	33
píndà		formerly, early	6
pípì		at first, first	48
plákà, plák dambá		license plate (Fr.)	37
pó ~ pú			
	póakà, pógsè	female relative	30
	pógà ~ púgà, púgsè	inside, stomach	15
	núg po̍gà	palm of hand	48
	pógà, pógdà	followed, succeeded	46
	pógd bà, pógdb dambá	aunt	30
	pógd bi̍là	aunt	30
	pógd ka̍smà	aunt	30

Stem	Related Words	Glossary	Unit in which introduced
	pógẽ̀ ~ púgẽ̀	interior	15
	póglà	female	30
	bí po̍glà	girl, daughter	30
	koamb póglè	girls, daughters	48
	komb póglè	girls, daughters	30
	póglgà ~ púglgà	repeated, doubled	5
	póglgè	both	48
	pógsa̍dà	young lady	15
	pógya̍ngà, pógya̍msè	elderly lady	32
	pói ~ púi	divided	36
	pói suká	half	36
polísà		policeman (Fr.)	38
pompídà		squirt gun (Fr.)	47
pompá, pompdá		sprayed	
poodé, poayá		back, behind	22
pooglá, poogndá		mourned	46
pooglgá, poogndá		wounded, hurt	19
póstà		mail (Fr.)	10
	póst doogó	post office	10
pú ~ pó			
	púgà ~ pógà, pógsè	stomach, inside	15
	núg po̍gà	palm of hand	48
	púgẽ̀ ~ pógẽ̀	interior	15
	púglà	female	30
	bí pu̍glà	girl, daughter	30
	komb púglì	girls, daughters	30
	púglgà ~ póglgà	repeated, followed	5
	púi ~ pói	divided	36
	púi suká	half	36
púkà, púkdà		1. reached to 2. woke up	48
púugò, púutò		field	44
puusá, puusdá		greeted, prayed, wished	14
puusgó		prayer	37

Stem	Related Words	Glossary	Unit in which introduced
	-R-		
RDA		Rassemblement Democratique Africain (Fr.)	48
	-S-		
sá		whole, complete, accompolished, ready	
	sádà	mature girl	15
	pógsa̍dà	young lady, Miss	15
	sádè, saya	the end, the completion	39
	sádgà, sádsè	mature female who is not yet a mother	32
	wed sádgà	mare	32
	sákà, ságsè	part of town, neighborhood	48
	sák sa̍kà	one after the other	48
	teng sákà	part of a village	48
	sáyà	finished	39
sa		slippery, goes by quickly, smooth	
	sagbó	native dish	40
	sagá, sasé	short time span, hour, o'clock	48
	saká, sakdá	obeyed, agreed, submitted	34
	sasé	times, moments	36
sáa		every where, spread out	
	sáadà, sáadbà	vagabond	46
	sáagà, sáagdà	spread out, went all over	48
	sáagà, sáasè	1. sky, rain	31
		2. broom	32
	sáas wakátò	rainy season	41
sã́		if, when	22
sãã		debt, owing, be in debt	
	sããmá, sããmdá	1. spoiled, broke, interfered with	10
		2. owed	38
	sãã nébà	some people	38
	sããmbá	thank you	2

Stem	Related Words	Glossary	Unit in which introduced
	sããmbá, sããm dámbà	progenitor	30
	kadn sáambà	teacher	9
	sããná, sããmbá	stranger, visitor	36
sáblgà, sáblsè		black (Fr.)	37
safándà, safánà		soap (Fr.)	34
salṍõ		living room (Fr.)	34
samdí		Saturday (Fr.)	23
sã́õ		dance, jump, shake	48
	sã́õdà, sã́õdbà	dancer	48
sã́õngà, sã́õmsè		better, cured	47
sé		concide, meet	
	séaagà, séaasè	side, beside	21
	sékà, sékdà	sufficed, was enough	42
	sésà, sésdà	made something coincide, spoke through the teeth	44
sebdé, sebá		book, paper	17
seongó ~ siongó		rainy season	36
sepálgò ~ si páalgò		dry season	35
sẽ́		joined together	
	sẽ́	that, which, since (subordinate conjunction)	6
	sẽ́mè	converged, from all over	41
	sẽ́msà	a joint, a place where the parts meet	44
síbdè, síbà		grape	13
	síbgà, síbsì	grapevine	32
sídà		truth	10
sídè		in construction	43
sígà, sígdà		descended, lodged	15
sigá, sigdá		quit, stopped	36
sigádè, sigáyà		cigar, cigarette (Fr.)	33
silgá, silsí		kite(bird), airplane	19
Sílmiigà, Sílmiisì		Fula person	8
	Silmíidì	1. Fula language 2. Fula fashion	4
singá, singdá		began	27

Stem	Related Words	Glossary	Unit in which introduced
	sĩngá, simsĩ́	beginning	48
sipálgò, sipálsè		dry season	35
siõngó, siõndó		rainy season	35
só		pertaining to ownership	
	sóabà, sóabdà	owner, proprietor	15
	sóagà, sóagdà	attached, fixed	32
	sóadgà, sóadsè	fastener, button	32
	sólm̀, sólm dambá	property, governed area	45
sóambà, sóamsè		game animal	46
soandgá		counting, census	44
sobdé, sobá		shade, night	41
	sobgá, sobgdá	got dark	41
sóddaagà, sóddaasè		soldier (Fr.)	9
sódè, sóyà		road, trip, run along the surface	3
sondé		family name	12
sõngá, sõngdá		helped, assisted	24
sṍõgà, sṍõgdà		rubbed	34
sṍõsà, sṍõsdà		talked privately	38
stádè		stadium (Fr.)	36
sṹ		something good	
	súgdì	pardon, excuse	10
	súmdè, súmà	good thing	4
	súngò	of good character	16
	sṹũdì, sṹũyà	1. heart	6
		2. upper torso	33
subá		assurance	24
súkà		center, between	19
suká, sukdá		asked	11
súkdè		sugar (Fr.)	31
súubù		collection, gathering	40

-T-

Stem	Related Words	Glossary	Unit in which introduced
ta		reached, arrived	
	tadá	have (state of successful reach)	8

Stem	Related Words	Glossary	Unit in which introduced
	tagsgá, tagsé	distracted, guessed	45
	talá ~ taalá	brought	24
	k̄eelẽ́ n talá	occupy, fit into	44
	tasá, tasdá	reached something	45
	tatá, taantá ~ taaldá	arrived, resulted in	22
tã́		stick together with adobe	39
	tã́me̍tà, tã́me̍tbà	mason	9
táabá		1. together, each other	39
		2. another	31
tããbó		three	8
táamà, táamsè		karité	13
taalá, taandá		stopped often	39
tángà, tángdà		stumbled head on	48
Tadkáy		a kind of dance	48
táksì, táksì dámbà		taxi (Fr.)	15
tã́mbgò, támbdò		club, stick	46
	tã́mpò	bows for arrows	46
	támpò tã́ʊ	hunter	46
	tã́ntã̍ndà, tã́ntã̍ndà dámbà	orchestra	48
tao		soon	10
	tao tao	quickly, on time	10
	taodé, taoyá	1. straight ahead, in front of, in line	22
		2. lower torso	33
tã́ʊ, tã́ʊpà ~ tã́wà		sister, female cousin	30
	tã́ʊ bílà	younger sister	30
	tã́ʊ kásmà	older sister	30
tãʊ		piercing, hitting	
	tãʊ, tãʊndá	1. hit, kicked, played a hitting game	36
		2. pierced, stabbed	45
		3. hunted	46
	tãʊbó	game, playing	36
	tãʊsgó	hunting	18
	tã́mpò tã́ʊ	hunter	46
tapi, tapi dámbà		rug, mat (Fr.)	34

Stem	Related Words	Glossary	Unit in which introduced
tẽ́		mental activity	
	tẽ́ma, tẽ́ndà	thought	30
	tẽ́ngà, tẽ́ngdà	remembered	45
tẽ		surface	
	tẽká	extent	44
	tẽngá, tẽmsé	country, region, village	12
	tẽngdé, tengyá	bottom, underneath	22
	teng sákà	part of a town	48
	teng téngà	from place to place	48
teógò, téedò		belongings, things	15
tí		that, which	11
ti		straight, correct	
	tidá	up right, standing	46
	tidgá ~ tedgá	straight, correct	22
tídẽ̀		train (Fr.)	18
tigóngò		Mossi holiday	36
tígsà, tígsdà		gathered, harvested	46
	tígdè, tígà	satiation, satisfaction	48
	tígm	an assembly	48
tíim, títò		1. medicine, remedy	33
		2. powder	47
tíigà, tíisì		tree	41
	tíis vã̀ndò	leaves from trees	40
tí, táabà		another, additional	31
tóo		pain, difficult	
	tóodè	sticky, viscous	41
	tóogò	painful, difficult	13
	tóẽ, tóogà	can, is capable of	14
too		detach, separate	
	toodé, totóyà	1. varying, different	40
		2. along in a separate group	48
	togsá, togsdá	1. imitated	48
		2. retold, informed	21
	togsm	information	48

Stem	Related Words	Glossary	Unit in which introduced
	toolá, toondá	do business	47
	tolmdé, tolmsé	1. deliberate change	45
		2. door to door commerce	45
	togá ~ tugá	went to do	3
	toongá, toongdá	1. attached, glued	48
		2. follow one right after the other	48
	toy tóy	different kinds	38
tóndò		we, us (long form)	1
	tónd	we, us (medium form)	11
truelle		trowel (Fr.)	39
tubdé, tubá		ear	33
túdà, túdm		companions	45
tugá ~ togá		went to do, went for	3
tuká, tukdá		dug	39
tumá, tumdá		worked	9
tumdé ~ tuumdé		work, job	10
	tumá	jobs	10
	bóe tumdé	job as servant	10
tusá		a thousand	29
túulà, tuundà		got hot	35
	túulgò	heat, warmth	35

-U-

Stem	Related Words	Glossary	Unit in which introduced
ub		they, them, their	3
UDV		Union Democratique Voltaique (Fr.)	48

-V-

Stem	Related Words	Glossary	Unit in which introduced
valíze, valíz dambá		suitcase (Fr.)	15
vã́nddadì		Friday (Fr.)	23
vénà, véndà		is clear, light, healthy	48
	véngà, véngdà	illuminated, clarified	48
	véngà, vémsè	clear thing	48
víi		resided, lived (Fr.)	39

Stem	Related Words	Glossary	Unit in which introduced
Vóltaik, Vóltaík dambá		Voltaic	8
vóosà		rest, repose	38
vṍõdè		hole	46
	-W-		
wã		this, that (demonstrative adjective)	6
waa, watá		arrived, came	2
wããgá, wããgdạ́		cut	33
waalá, waaldá		sprayed	24
Wádbà		kind of dance	48
wae		then, please, oh, well	5
wáe		nine	8
Wágdùgu ~ Wágdògo		Ouagadougou	3
wákatò		time, hour, o'clock	12
	nã́ngdùs wákatò	change of season	47
	sáas wa̍katò	rainy season	41
wakídè, wakíyà		five franc piece	13
walá		1. or	37
		2. even, still	48
wálgà, wálsè		gazelle	32
wã́nã̀		how	6
	wã́ wã̍nà	how much	13
Wáogò		kind of dance	48
wáogà		numerous, many	48
Wáygùya ~ Wáyùgia		Ouahigouya	32
wéefò, wíidì		horse	10
	wéd sa̍dgà	mare	32
	wée na̍afò	buffalo	32
	kút we̍efò	bicycle	10
wẽ́ ~ wĩ́		Sun, God	
	wẽ́nã̀m	God	14
	wĩ́n to̍ogò ~ tógò	noon	1
	wẽ́nà, wẽ́ndà ~ wĩ́nà	seemed, appeared to be	44
	wẽ́ndgà ~ wĩ́ndgà	sunshine, daylight	48

Stem	Related Words	Glossary	Unit in which introduced
	wéngà, wengda ~ wĩ́ngà	showed, demonstrated, manifested	48
wẽẽ		press, shape	
	weengá, weengdá	1. pressed with the hands	
		2. applauded	48
weoogó, weotó ~ wetó		bush, forest	36
wĩ́ ~ wẽ́		Sun, God, Almighty	
	wĩ́ntòogó ~ wẽ́ntòogó	noon	1
	wĩ́nà ~ wẽ́nà	appeared to be	44
	wĩ́ndgá ~ wẽ́ndgà	sunshine	48
	wĩ́ngà ~ wéngà	showed, manifested	48
Wídèn		name of town	44
wíidì		horses	10
witér		eight o'clock (Fr.)	48
wígà, wísì		flute	48
wó		long, tall	
	wóbgò, wótò	elephant	36
	wóglm	length, size (of clothes)	45
	wókò	tall, long	20
wógdò		cold	33
wotó		like, thus, so	4
wu		nourish, assimilate	
	wubá, wubdá	vomited	33
	wudgá	ran, escaped	46
	wuká, wukdá	gathered up	40
	wumá, wumdá	came to understand	7
	wusgó	much, very	3

-Y-

Stem	Related Words	Glossary	Unit in which introduced
yá ~ yáa		stretch beyond	
	yáabà, yáab dambá	grandparent	30
	yáa, yáadà	tired out, fatigued	33
	yálngò, yálm̀	width, extended area	44
	yálmà, yálndà	extended	44

Stem	Related Words	Glossary	Unit in which introduced
ya ~ yaa		is (without any idea of change)	1
	yaasá, yaasdá	stood around, waited	5
	yae	where	4
	yalsá, yalsdá	stood up, brought out of hiding	46
yã́		master, acquired, acquirer	
	yã́	you (medium form)	11
	yã́m	you, your (medium form)	1
	yámbà	you (long form)	2
	yángà, yángdà	threw down	45
	yándò, yánddè	childhood	45
	yángà, yámsè	one who has given birth	32
	póg ya̍ngà	elderly lady	32
	póg ya̍msè	elderly ladies	32
	yánkà, yánkdà	1. picked	24
		2. picked up	46
		3. chose	48
yáo, yáopà ~ yáwà		brother, male cousin	30
	yáo bílà	younger brother	30
	yáo kásmà	older brother	30
	yásbà	uncle	30
	yásb dàmbá	uncles	30
	yásb bílà	uncle younger than mother	30
	yásb kásmà	uncle older than mother	30
yã́õ		kind of food	
	yã́õ, yã́õdà	payed, compensated	34
	yã́õngà, yã́õngdà	helped, aided	48
yé		not, not one	
	dá...yé	don't (for commands)	11
	ká...yé	negative marker	6
	pá...yé	negative marker	9
yédà, yédbà	yédà, yédbà	be dressed in	48
	yégdè, yégà	thread, fiber	48
	yélgà, yélgdà	put on (clothes)	48

Stem	Related Words	Glossary	Unit in which introduced
yeelbá		welcome greetings	2
yeelá		1. said, told	5
		2. welcome greetings	2
yémsm̀		salt	31
yéndè, yénà		tooth	33
yẽ́		self, really, (short form)	1
	yémbò, yémbdè	one	8
	yẽ́ndà	1. self	1
		2. her, him, it (long form)	22
yé ~ yẽẽ		bottom	
	yecndá, yeentá	discouraged	46
	yengá, yengdá	1. spread out over the surface	46
		2. appeared	38
yí ~ yíi		exceed	
	yí ~ yíi, yíta	became	3
	yíibù ~ yébù	more than one, two	8
	yíidì, yíyà	house, compound	2
	yíid dàmbá	extended family	2
	yída	excess, more than	46
	yíigà, yíigdà	went beyond	48
	yíkà, yíkdà	1. got up, stood up	15
		2. flew	31
	yí[illegible]ȁdm	marriage	8
	yíngà	1. exterior 2. place beyond	22
yíbèoogò		morning	1
yĩ́dè, yĩ́sà		deer	32
yíilà		sang	36
yíilì, yíilà		song	
yṍnkà, yṍnkdà		got stuffy	35
yṍngontà		lighted, lights	48
yõsgó		passed by	22
yóobè		six	8
yõõdé, yõõyá		nose, nostril	33
yópoè		seven	8

Stem	Related Words	Glossary	Unit in which introduced
yũ		in a snap	
	yúngà, yúngdà	1. returned to a given place	44
		2. hurled down	46
	yúngò	evening, after sun down	1
	yúnkà, yúnkdà	snatched up	46
yúmdè, yúmà		year	28
yũũ, yũũdá		drank, smoked	33
	kṍ yũũdú	thirst	33
yúudè		given name	12
yúugà, yúusì		cat	32
		-Z-	
záa		distance	
	záabdè	afternoon	1
	záagà, záagdà	go far away	26
	záalgà, záalsè	lone one, simplicity	48
	záamè	yesterday	12
	zã́dà ~ záadà	be far away	22
za		hold together, tied up	
	zabá, zabdá	hurt, pained, argued	25
	zaká, zagsé	house, apartment	2
	zak dámbà	immediate family	2
	zalá, zandá	held, grasped	46
	zamsá, zamsdá	learned	4
zédì		Thursday	23
zeendó ~ zendó ~ zẽẽdó		1. garden	21
		2. vegetables, fruit	24
		3. sauce, soup	45
	zẽẽnd kóambà	plants	24
zéemà, zéemsè		equality	44
zémsè		GMC, truck (Fr.)	48
zĩ́ĩ ~ zíi		placed, spot, property	
	zĩ́ĩ, zĩ́ĩndà	sat down	5

Stem	Related Words	Glossary	Unit in which introduced
	zĭ́ndga ~ zĭ́ĭga	1. property, place	22
		2. square (in a town)	22
		3. chair, seat	32
	zĭ́ndsè ~ zĭ́ĭmsè	properties, seats	32
zilmdé, zilmá		tongue	33
zimás		Sunday (Fr.)	23
zíp		jeep	48
zoa, zoa dámbà		friend	7
zŏ́ăgà, zŏ́sè		fly, insect	31
zóòm		flour	31
zóobgò, zóobdò		hair of head	33
zóomà, zóondà		continued, lasted	46
zoombá, zoombdá		rode, mounted	46
	zoolá, zoondá	built, erected	44
	zoombgá, zoomsé	rider, (e.g. astride a horse, bicycle)	48
	zoompá	riders, horsemen	46
zugú, zutú		1. head	33
		2. top of	22
	sód zugú	on the street	22
zṹũndù		leather, bark of tree	48

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INDEX

	Note, drill number
Adjectives	
multiple modifiers	32B
position of	13A
Affirmation	
general note	7C
incomplete affirmation	7F
Complement	
obligatory	2F
Connectives	
/bí, bí/	18.3A
/la/	4E
/la/ + vowel elision	17.3A-B
/n/ + /la/	34A
/sã́/	22.1A-C
/sẽ́/	6C, 21.2A-C
/ti/	20.4A-B, 37.1A-B
Consonants	
alternation of	9D
alternation of nasal consonants	12C
nasal consonants and nasal vowels	12A
Courtesy	
experssions of	14A-B, 36B, 36.1A
Future Time	
general note	6B
Greetings	
general	1A
members of family	2C
regional variations	2B
welcoming	2A

Note, drill number

Intonation
- after certain particles 35B
- questions 3.2A-B

Kinship Terminology
- general note 30B

Metathesis
- general note 18C

Negation
- drills 18.1A-D
- general note 6A
- incomplete 7F
- of imperative verbs 11D

Nouns
- action class, /-ga/ /-se/ 36A, 32.1A-D
- agent class, /-da/ /-ba/ 9E
- augmentative, /kásmà/ 30D
- collective class, /dambá/ 2E
- demonstrative suffix, /-ã/ 6D, 13F, 18.2A-E
- diminutive, /bílà/ 30C
- enclosure class, /-go/ /-do/ 32.1A-B, 36A
- inflection drills, /-ẽ/ /-ã/ 18.2A-E
- instrument nouns /-d-/ /-i-/ 32C, 34J
- locative suffix /-ẽ/ 3D
- mass nouns /-m/ 31C, 31.2A-B, 34C
- /-mde/ suffix 23C
- partitive vowel 25A
- personal class 30.1A-B, 30.2A, 30.3C
- result class, /-de/ /-a/ 23C, 33.1A-B
- sex markers 30E, 32E
- spacial relationships 15C, 22.3A-C

	Note, drill number
Numerals	
drills	8.1A, 33.2A, 33.3B
general note	8B
Pronouns	
/a/ special use of	7A, 8B
drills	29.1A-B
forms of	1B
object pronouns	7G
social use of	1D, 30A
style	1C
Questions	
intonation of	3.2A-B
markers: /bí/	5A
/wae/	13C
Reduplication	10A
Suffixes	
Nominal	
/-ã/	6D, 13F, 18.2A-E
/-da/ /-dba/	9E
/-de/ /-a/	23C, 33.1A-B
/-ẽ/	3D
/-ga/ /-se/	36A, 32.1A-D
/-go/ /-do/	32.1A-B, 36A
/-m/ /-a/	31C, 31.2A-B, 34C
/-mde/	23C
Verbal	
/-e/	34B
/-ẽ/	20.3A-C
/-g-/	10D
/-s-/	15B

	Note, drill number
Titles	
great respect	4A
familiarity and respect	32D
Tones	
drills	16.1A-E, 17.1A-D
general note	3E, 16.1C
initial /ya/	4B
object nouns	4C
Verbs	
aspect	9A, 18A
/bée/ and /ya/	21.1A-F
cohortative imperative	15D
immediacy marker	7B
imperative forms	5B, 5C, 20.1A-D
imperfective aspect	3B, 17.2A-C
irregular verbs	9C, 19.2A-D
/kõ/, special uses of	11C, 19.4A-B, 20.2A-E
/la/, special verb	7E
negation	6A, 18.1A-D
negative imperative	11D, 20.1A-D
passive	13D, 34.1A-C
past tense marker	10B, 14D, 23.2A-E, 24.1A-C, 25.1A-C
perfective aspect	3A, 19.1A-D
phonetic changes	11A, 23B
present tense	9B, 17.2A-C
reversive marker /-g-/	10D
special expressions	8A
stative verbs	20A, 22.2A
subordinate ending /-e/	34B
transitiviser /-s-/	15B
two tense markers	28.3A-B
verb plus verb constructions	
/dátȅ/ + /n/ + verb	20.3A-C, 23A
/déngȅ/ + /n/ + verb	34D
/míĩ + /n/ + verb	24A, 32.2B

Note, drill number
    /nã́/ + /n/ + verb 28.A-D, 28.2A-F
    /nã́ã/ + /n/ + verb 27.2A-D, 27.3A-C, 27.4A-D, 27.5A
    /tugṍ/ + /n/ + verb 34.2A-C, 34.3A, 37.1A, 37.2A-B
  verb + having, knowing, being 26.1A-D
  verb + /kõ/ 20.2A-E
  /yẽ/ + verb 35A

Vowels
  elision of 1E, 13B, 16.2A-D
  stem changes 4D

Word Order
  emphatic 19.3A-F, 34A
  expressions of location and time 32A

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